Appendix I
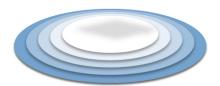
Education Evolving:
Maine's Plan for Putting Learners First

Maine Department of Education Strategic Plan, January 2012

EducationEvolving

Maine's Plan for Putting Learners First

Maine Department of Education

January 2012

About the Plan

Almost immediately after he was named Commissioner of Education in March 2011, Stephen Bowen traveled to school districts across Maine and spoke to students, teachers, school administrators and community members about what they saw as the challenges confronting Maine's schools and what role they saw for the Maine Department of Education in confronting those challenges.

The introductory essay, which begins on page 3, describes Commissioner Bowen's response to what he heard with regard to the direction Maine needs to take in order to realize the vision of its people being among the best educated in the world, and all its students graduating prepared to succeed in college, careers and civic life.

The impetus for the plan itself came in response to the concern, which the Commissioner heard repeatedly as he spoke with educators and policymakers around Maine, that the Department of Education lacked direction. In response, the Commissioner and Department staff reviewed feedback from the tour of Maine schools, and began organizing that feedback into a handful of core priority areas. The five core priority areas that resulted, described more fully in the pages that follow, were then broken down into subcategories, with specific goals, objectives and action steps attached to each.

In response to concerns that resources are lacking at both the state and local levels to implement a comprehensive and far-reaching strategic plan, efforts were made to ensure that the action steps for each goal and objective flowed from a relatively limited set of overarching strategies. The list below briefly describes the basic strategies used throughout the plan. The specific action steps that accompany each goal and objective provide more detail.

Strategy	Description
Planning and Implementation	Working with stakeholders, the Department will create and implement a detailed plan, including timelines, to advance the stated goal.
Regionalization	The Department will work with communities and school districts to support collaboration and help build regional capacities to advance the stated goal.
Best Practices	The Department will develop strategies to research and report on effective educational practices being used in Maine's schools today.
Collaboration and Communication	The Department will work with stakeholders and other partners to advance stated goals, leveraging technology to share information and best practices.
Policy	The Department will pursue statutory or rule changes to advance goals and objectives.
DOE Initiatives	The Department will strategically target staff and other resources to support the stated goal and objective.

As this plan is implemented, Department staff will collaborate with educators in the field to develop a balanced scorecard to track progress on action steps, the achievement of stated objectives and progress on reaching the goals outlined for each subcategory.

Strategic Plan Framework
Building an education system from the learner out

Effective, Learner-Centered Instruction
· Rigorous standards and aligned curricula
· Learner-centered instructional practices
· Assessment systems that provide timely, accurate data on achievement and growth
· Information systems that track learner growth over time.

Great Teachers and Leaders
· Standards for teacher and leader effectiveness
· Initial preparation and professional development programs that are rigorous, relevant, and data driven
· Next-generation evaluation systems for teachers and leaders
· Communities of practice designed to foster continuous improvement

Multiple Pathways for Learner Achievement
· Advancement based on demonstration of mastery
· Student voice and choice in the demonstration of learning
· Expanded learning options
· "Anytime, anywhere" learning

Comprehensive School and Community Supports
· Effective and efficient services for learners with special needs
· Coordinated health and wellness programs
· A commitment to community and family engagement
· Career and workforce partnerships

Coordinated and Effective State Support
· Seamless integration of educational programs from early childhood into adulthood
· Adequate and equitable state resources for Maine's schools
· Comprehensive integration of technology
· A robust and transparent accountability and improvement system

Maine Department of Education, 2012

The Case for Change

The Challenges We Face and a Way Forward

For generations, the educators in Maine's public school system have worked tirelessly to meet the educational needs of the students in their care, and their unwavering effort has been evident. Maine's schools routinely score highly in national rankings of educational outcomes and Maine people have a long history of strong support for their local schools.

However, a new age is upon us. Where our schools once needed to prepare young people for work in a predominantly natural resource-based economy of forestry, farming and fishing, they must now prepare students for a global economy in which many of the jobs of Maine's past have become automated or moved offshore. Maine's young people need an entirely new set of skills to succeed in an information-age economy where ideas and innovation move at the speed of light. These new skills are not just related to advances in technology, they are a product of the way society and business work and think: flatter organizations that require more independent thinking and problem-solving; collaboration with people and teams across the aisle and in offices around the globe; and more advanced critical thinking, even in jobs that once were considered manual labor and did not even require a high school degree.

This new age poses a series of challenges that will require us to not simply reform our schools, but to re-imagine them; to build on the successes of the past while creating a model of schooling for this new age.

Challenge 1: Our schools aren't accomplishing what they need to accomplish

The first challenge we confront is that when one measures the success of our schools using the traditional indicators—test scores, graduation rates, and so forth—Maine may well exceed the national averages, but forward progress is slow. Test scores are essentially flat, and graduation rates, while up slightly, are gaining too slowly.

The most recent set of results from the National Assessment of Educational Progress, for example, conducted by the National Center for Education Statistics at the United States Department of Education, show that the percentage of fourth graders in Maine scoring proficient or better in reading is lower today than it was 20 years ago. Reading proficiency levels for the state's eighth graders have dropped as well. In math, proficiency levels are trending up, but even today, only 45 percent of Maine's fourth graders are proficient or better in math, a rate that drops to just 39 percent by eighth grade.

Maine's high school graduation rate has edged up slightly in recent years, but remains unacceptably low. Too many of Maine's young people fail to complete high school, and too many who do complete high school do not have the knowledge and skills they need to move onto college and careers. The state's higher education institutions report that a shockingly high percentage of incoming students require remedial coursework. The Maine Community College System, for instance, reports that a majority of the students it enrolls right out of high school—51 percent—require some kind of additional academic support. They simply are not prepared to do college-level work.

Employers also express concern that recent high school graduates lack many of the skills the modern workforce requires. Employers interviewed by author Tony Wagner for his book *The Global Achievement Gap* report that students graduating from the nation's high schools struggle with complex and critical thinking, labor to communicate

effectively and work productively in teams, and often lack the capacity to think in the kinds of creative and innovative ways the information-age economy requires.

Our schools, Wagner argues, are not failing. They are simply obsolete: They were built for a bygone era, and the world of the 21st century requires something new.

Challenge 2: Recent efforts to improve schools have come up short

The second challenge facing us is that the steps we have taken to address the problems of our struggling schools have not only failed to make our schools more effective, they have largely made things worse.

In an attempt to turn our schools around, for instance, policymakers instituted high-stakes testing. Today, we grade the effectiveness of schools based on how well students do on standardized tests in two content areas: math and English language arts. We test this year's fourth graders, compare how that group performed relative to last year's fourth graders, then make all sorts of determinations about the effectiveness of schools and teachers based on two sets of scores from two different groups of students in two subject areas.

Our schools have responded to this new reality predictably, and logically, given the expectations: By focusing their efforts on and directing their resources to those academic subjects that are tested, often at the expense of other content areas. During tough financial times especially, schools and districts have freed up resources to invest in tested subjects by cutting programs and course offerings in other areas, such as art and industrial arts, music and foreign languages.

The result is a significant student engagement problem. A 2009 Indiana University study found that 67 percent of students report being bored in school *every day*. When asked why they find school boring, the vast majority of students surveyed—82 percent—report a lack of interest in the material being taught. Nearly half report that they do not see how the material is relevant to them.

These recent accountability efforts have had an adverse effect on educators as well. The nation's teachers feel besieged. The public school structure is demanding something from them that's been asked of no previous generation of educators: They're expected to assure that every student in their care reaches the same high level of academic achievement at the same time, regardless of prior learning or life experiences. Their effectiveness at this daunting task is determined to a large degree by scores on standardized tests.

According to the National Commission on Teaching and America's Future, more than 30 percent of beginning teachers leave the profession within five years, and that rate is climbing. The Commission calculates that this "teacher dropout" crisis costs the nation billions of dollars each year.

In short, recent efforts to improve schools through test-based accountability efforts have largely failed. The intense work undertaken to raise test scores in math and language arts has had little discernable impact on those test scores, and worse still, these efforts are driving educators from the profession and have resulted in a narrowing of school curricula at a time when the job creators of the 21st century are calling for more emphasis on creative and innovative thinking and skills.

Challenge 3: Our traditional school design is standing in the way of success

That standardized testing and the accompanying accountability provisions of laws like the No Child Left Behind Act have failed to transform our schools to any significant degree, despite the best efforts of the educators working in them, suggests that the challenge we face is more fundamental in nature.

It suggests a design problem. The basic architecture of our system of schooling was established, after all, more than a century ago, for an industrial age that has all but vanished.

In fact, one of the most significant developments impacting the design of public schools was the 1892 report of a group known as the Committee of Ten. This high-profile committee of educators, chaired by the president of Harvard University, released a report in that year that outlined the basic design of our public schools today.

The committee suggested that eight years of elementary school be followed by four years of high school. They recommended that in math, arithmetic should be taught from ages 6 to 13, pre-algebra should be addressed at about seventh grade, and algebra should begin at age 14, followed by geometry. The three-year secondary school science curriculum, they suggested, should begin with biology and earth science, move next to chemistry, and then onto physics.

All of this would seem familiar to a student of today.

The committee's report also declared "every subject which is taught at all …should be taught in the same way and to the same extent to every pupil." It likewise determined that each subject should be granted "equal time allotment" regardless of how much time a student needed to learn it. This was done, the committee wrote, to preserve the "dignity" of each academic subject. For the Committee of Ten, it was the subject matter to which teachers were to pay homage, not the individual learning needs of their students.

After all, this committee was trying to build a system of schools to meet a set of needs that today is outdated. In that era, it was thought that only an "insignificant percentage" of high school graduates would go on to college. As a result, the ideal school system should "be made for those children whose education is not to be pursued beyond the secondary school."

This approach may well have served the nation's interests a century ago, but the global economy of the 21st century, not to mention the well-being of students and future families, requires far more.

The challenge to be confronted, then, is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future. To do that, we have to address the core design elements of the system we have – the age-based grade levels, the Carnegie units and seat time, the factory-style bell schedules. We have to address the basic architecture of the industrial-era model of schooling built more than a century ago.

Challenge 4: Change must be achieved within existing resources

As if transforming a century-old model of schooling were not challenging enough, it is clear that we must do so without additional financial resources. Whatever work we do to make our schools better must be done by investing the education dollars we have in new ways.

For years, the nation's public schools enjoyed steady and significant increases in funding year after year. Over the

past 40 years, inflation-adjusted spending on public education nationally has essentially tripled. Ongoing spending increases of this kind, though, are a thing of the past. The $914 million the state has budgeted for General Purpose Aid to Maine's schools for the 2012-13 school year brings the level of state funding to approximately where it was during the 2006-07 school year. Add to that the loss of various forms of federal funding, and Maine's schools will receive less state and federal funding in 2012-13 than they received in 2011-12.

There is little reason to think that this reality will change anytime soon. The federal government is struggling with massive spending issues, and Maine state government is confronting a shortfall for the current biennial budget that totals more than $200 million. At the local level, Maine's towns and cities struggle with constant budget pressures as well, and will almost certainly continue for the foreseeable future.

That means waiting for the financial outlook to brighten before taking action is not an option. We – the state Department of Education and Maine's schools and districts – must maximize the use of available resources.

A way forward through a relentless focus on our core priorities

Moving from a century-old model of schooling to a more effective, learner-centered approach will require a steady focus on a handful of core priorities organized around meeting the individual learning needs of all students.

The plan that follows is arranged into five core priority areas that are organized from the learner out, as the accompanying graphic on page 2 illustrates.

- Closest to the learners are the **instructional practices** that take place in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning and the use of data to inform decision-making.

- Effective instructional practices can't be applied without **effective teachers and school leaders**, the second core priority area. Ensuring that every student is surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.

- Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating **multiple pathways for student achievement** must be a central focus of our efforts.

- For learners to be successful, a **comprehensive network of school and community supports** is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.

- Every effort must also be made to **carefully align the entire educational system** so that learners can move seamlessly from one educational opportunity to the next. Technology must be integrated seamlessly and system-wide, and we must put a new accountability structure into place.

In the plan that follows, each of these core priority areas is further divided into subcategories, with specific goals, objectives and action steps developed for each. The result is a broad set of specific, measureable steps that will move Maine to a new model of schooling. Such a move won't take place through the imposition of heavy-handed mandates or one-size-fits-all approaches from Augusta, but by building on the innovative work being done in schools across Maine already and by employing strategies to increase collaboration and sharing of best practices.

Indeed, we are fortunate in Maine to have a number of schools and districts that have taken promising steps toward making the five core priority areas central to all that they do. We are beginning to see the profound, positive impact this laser-like focus on core priorities can have on individual students. Students in these early-adopting schools and districts are taking an active role in directing their own education.

Their education is taking place in classrooms intentionally designed to foster student engagement and empowerment. Their learning is facilitated by teachers trained in practices that make expectations transparent. The learning opportunities they are provided meet them where they are and support, encourage, and challenge them.

Making learning experiences like this available to every student in Maine should be our goal. In an era of fiscal challenges, the only way to make that goal a reality is to focus, at both the state and local level, on those core practices that have the greatest impact on student success.

That is the intent of the plan that follows.

The Core Priorities

Using feedback from Maine's educators, parents, students, policymakers and Department of Education staff, along with current research and a review of promising practices being used in Maine's schools today, the plan described in the pages that follow has been organized into the following core priority areas and subcategories, with goals, objectives and action steps for each.

Effective, Learner-Centered Instruction

1. Rigorous standards and aligned curricula
2. Learner-centered instructional practices
3. Assessment systems that provide timely, accurate data on achievement and growth
4. Information systems that track learner growth over time

Great Teachers and Leaders

1. Common standards for teacher and leader effectiveness
2. Initial preparation and professional development programs that are rigorous, relevant, and data driven
3. Next-generation evaluation systems for teachers and leaders
4. Communities of practice designed to foster continuous improvement

Multiple Pathways for Learner Achievement

1. Advancement based on demonstration of mastery
2. Student voice and choice in the demonstration of learning
3. Expanded learning options
4. "Anytime, anywhere" learning

Comprehensive School and Community Supports

1. Effective and efficient services for learners with special needs
2. Coordinated health and wellness programs
3. A commitment to community and family engagement
4. Career and workforce partnerships

Coordinated and Effective State Support

1. Seamless integration of educational programs from early childhood into adulthood
2. Adequate and equitable state resources for Maine's schools
3. Comprehensive integration of technology
4. A robust and transparent accountability and improvement system

Core Priority Area 1: Effective, Learner-Centered Instruction

The core of the entire educational enterprise is the teaching and learning that happens in classrooms every day. All of the institutional elements that comprise our system of education—the buildings and busses, the administrative structures at the local, state and federal levels, the schools of education—are in place to support what researchers David Tyack and Larry Cuban call the "core" of schooling, those "daily interactions of teachers and students" where learning takes place.

Unfortunately, school reform proposals seldom focus on the specific instructional practices used on a daily basis by teachers in the classroom. In his 2000 white paper *Building a New Structure for School Leadership*, Harvard's Richard Elmore describes the "sociology" of schools as being one of "loose-coupling." While "relatively elaborate systems of administrative overhead at the school and district level" are thought necessary for the "adequate supervision" of classroom teachers, Elmore writes, the "technical core" of teaching—"the detailed decisions about what should be taught at any given time, how it should be taught, what students should be expected to learn at any given time, how they should be grouped within classrooms for the purposes of instruction, what they should be required to do to demonstrate their knowledge, and perhaps most importantly, how the learning should be evaluated"—is largely left to individual teachers themselves. In short, while school boards and school administrators manage the larger system, "teachers, working in isolated classrooms, under highly uncertain conditions, manage the technical core" of teaching and learning.

The result, Elmore argues, is that most of the innovation and improvement that does occur in schools tends to take place in "the structures that surround teaching and learning," rather than directly impacting "the conditions of teaching and learning for actual teachers and students." As a consequence, "manifestly successful instructional practices that grow out of research or exemplary practice never take root in more than a small proportion of classrooms and schools."

This perhaps explains why, despite the determined effort of educators across Maine and the nation, the focus in recent years on improving student achievement in the tested subjects has had little discernable effect in terms of improving student outcomes. Meeting the learning needs of all students will require an unprecedented focus on the broad dissemination of those core instructional practices that result in effective teaching and learning.

This focus, in turn, requires a concentration on four elements that are key to effective instruction:

- Rigorous standards and aligned curriculum – *what students are taught*
- Learner-centered instructional practice – *how students are taught*
- Assessment systems that provide timely, accurate data on achievement and growth – *how student learning is measured*
- Information systems that track learner growth over time – *how instructional practices are adjusted based on assessment data*

In the pages that follow, each of these four elements is explored further, with goals, objectives, and action steps outlined for each.

Effective, Learner-Centered Instruction

1. Rigorous standards and aligned curricula

The research is clear that high-performing education systems are built around rigorous standards for both content and performance. Maine's *Learning Results* standards, first adopted in 1997, include content standards in eight areas, framed by an overarching set of Guiding Principles that describe the knowledge and skills believed necessary to prepare every student for college, careers and civic life. With the adoption of the Common Core State Standards in 2011, Maine joined 45 other states in embracing internationally benchmarked standards for learning in Math and English Language Arts. Maine is also set to take the lead in the development of next-generation science standards, and continues to participate in national efforts to develop and revise standards in all other content areas.

Rigorous learning standards are meaningless, however, unless they inform instructional practice at the classroom level. As Maine transitions to the Common Core State Standards, it is more important than ever that curricula and materials aligned with the state's learning standards are made available to educators across Maine.

Goal: **A variety of instructional materials aligned with the Maine *Learning Results* standards, which include the Common Core State Standards, are readily available to and support the instructional practices of Maine educators.**

Objective: **Fully implement the Common Core State Standards; provide Maine's educators with access to a resource directory of curricula and resources for every content area and level of achievement aligned with the appropriate set of standards.**

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Planning and Implementation	Develop a detailed plan for the implementation of the Common Core State Standards, which includes targeted training and outreach efforts as well as expanded use of the Maine DOE's website as a resource for standards implementation.	Maine DOE's Common Core implementation team	May 1, 2012
Collaboration and Communication	Establish a state-level, online "Communities of Practice" collaboration platform for developing and vetting standards-aligned curricula and instructional materials, in collaboration with the state's teachers and curriculum coordinators. The venue should allow for the posting and cataloging of standards-aligned curriculum guides, lesson plans, instructional materials and assessment tools.	Maine DOE communications team in cooperation with the state's educators	"Soft" launch by March 1, 2012.
Regionalization	Develop and support regional centers to coordinate implementation of standards and aligned curricula.	Development supported by Maine DOE through the Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012

Effective, Learner-Centered Instruction

2. Learner-centered instructional practices

No matter how well curricula and materials are aligned to learning standards, if instructional practices in the classroom fail to engage learners, those learners will still struggle to achieve. There are educators in classrooms across Maine who are pioneering instructional approaches that make learners active participants in and directors of their own learning. In such settings, learners have a meaningful role in planning learning activities and are allowed to choose the manner by which they demonstrate proficiency. Teachers provide learning opportunities and support the customized needs of each child.

Taking such practices to scale will require a renewed focus on teacher training and support, as well as a significant effort to make materials related to learner-centered instruction available to educators statewide. As Maine already has a cohort of school and district leaders pioneering this work, the Department's role should be to support the ongoing work, and to make the lessons learned by these pioneering schools and districts more widely available.

Goal: Learner-centered instructional strategies are in place in all Maine classrooms.

Objective: Provide state support for existing district-level work in learner-centered instruction, and make materials and resources available to all Maine educators to support the proliferation of learner-centered instructional practices.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
DOE Initiative	Appoint a learner-centered instruction team to continue state support for districts already engaged in the development of learner-centered instructional practices and aid districts new to employing such practices.	Maine DOE's leadership team	Team in place by March 1, 2012
Collaboration and Communication	Develop a state-level "Center for Best Practices," with a focus on learner-centered instruction, to serve as a clearinghouse of materials, support and case studies related to learner-centered instructional practices.	Maine DOE's learner-centered instruction and communications teams	Center launched January 1, 2012
Best Practices	Publish learner-centered materials developed by the Center for Best Practices to the Maine DOE website.	Center for Best Practices, communications team	Website with preliminary Center materials launched by February 15, 2012
Collaboration and Communication	Collaborate with Maine teacher preparation programs to expand access to educator training and support related to learner-centered instruction.	Maine DOE learner-centered instruction team, the state's teacher preparation programs	Ongoing

Effective, Learner-Centered Instruction

3. Assessment systems that provide educators with timely, accurate information on learner achievement and growth

Accurately measuring the individual instructional needs of learners requires a thorough analysis of timely assessment data. Today, learners are assessed using a combination of state and local assessment instruments and a mix of teacher-developed classroom assessments. What is required is a set of modern assessment tools to provide teachers and administrators at both the Pre-K and K-12 levels the accurate data needed to make appropriate decisions regarding instructional practice. New assessment tools must assess higher-order thinking and problem-solving skills, not simply rote memorization.

Maine is one of the states leading the development of the SMARTER Balanced assessment system, which will ultimately not only replace the state standardized tests in place today, but also provide educators with formative assessment tools designed to inform instructional practice throughout the school year. Implementation of the SMARTER Balanced assessment system, as well as assessment systems for those subject areas not included in SMARTER Balanced, will require a significant statewide training and support effort.

Additionally, expanding access to high-quality, teacher-developed assessment tools could be greatly enhanced by the development of a statewide resource directory of such assessment tools, organized and indexed to the *Learning Results* and Common Core, and accompanied by associated lesson plans and learning materials.

Goal: All of Maine educators have access to modern, 21st-century assessment systems and use assessment information to inform instruction.

Objective: Successfully transition to the SMARTER Balanced assessment system, and develop a state-level resource directory of teacher-developed assessment instruments aligned with the state's *Learning Results*, which include the Common Core State Standards.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Planning and Implementation	Develop a comprehensive plan for the statewide implementation of the SMARTER Balanced assessment system.	Maine DOE assessment team, in collaboration with educators and stakeholders	Implementation plan due September 1, 2012
Communication and Collaboration	Use online Communities of Practice to support the development of a resource directory of teacher-developed assessment tools, including rubrics and examples of student work, organized and aligned with the state's academic standards.	Maine DOE learner-centered instruction and communications teams, in cooperation with state's educators	Assessment practice group in place by July 1, 2012
Regionalization	Create regional teacher development centers to coordinate regional training and support in the use of the SMARTER Balanced assessment instruments.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012

Effective, Learner-Centered Instruction

4. Information systems that track learner growth over time

Students are assessed repeatedly throughout their academic careers, yet tracking student growth over time is complicated by the lack of a single data system into which assessment data from various state and district sources can be entered. Maine is in the process, however, of developing a Statewide Longitudinal Data System (SLDS), which will be able to track individual student achievement over time, from Pre-K to higher education and the workforce. This will provide educators with invaluable data on student growth, and allow policymakers to measure the effectiveness of the various educational initiatives and programs a learner encounters throughout his or her educational career.

Once the system is in place, a significant effort must be made to ensure that teachers and school leaders know how to make the best use of the data the system provides. Efforts to train educators are already underway and must be expanded as the full deployment of the system draws nearer and more focus is placed on the use of data to inform instructional practices.

Ongoing support for this data system, which was developed with one-time federal grants, must be secured. The state should immediately begin work on a sustainability plan that identifies the ongoing costs to maintain and update the SLDS and makes recommendations for funding and support.

Goal: Maine's educators have ready access to helpful data and regularly use it to tailor instruction and improve student outcomes.

Objective: Complete the deployment of the State Longitudinal Data System, expand data system training opportunities for educators statewide, and develop a sustainability plan for the system moving forward.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Planning and Implementation	Develop a comprehensive SLDS implementation plan, which outlines the full deployment of the system and related training and support initiatives.	Maine DOE's SLDS development and communications teams, stakeholders	Plan due July 1, 2012
Regionalization	Develop and provide support for regional centers to coordinate implementation of SLDS training initiatives, with a specific focus on the use of SLDS and other data to inform instructional practices.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012
Planning and Implementation	Develop SLDS sustainability plan that calculates ongoing system costs, identifies potential sources for funding and support.	SLDS development team	Plan due September 1, 2012

Core Priority Area 2: Great Teachers and Leaders

Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders.

Research from around the globe makes clear that educator effectiveness has a profound effect on achievement. Indeed, the findings suggest that no other school-based factor is more important to learner outcomes than the effectiveness of teachers and school leaders. In a recent report, the Washington-based Center for American Progress found that "effective teachers are critical to raising achievement and closing longstanding gaps among student subgroups. Indeed, the research on this point has become absolutely clear: Students who have three or four strong teachers in a row will soar academically, regardless of their racial or economic background, while those who have a sequence of weak teachers will fall further and further behind." The impact of effective school leaders is just as profound.

As a consequence of these findings, teacher and leader effectiveness have become a central focus of federal education policy in recent years. At the center of the Obama administration's Race to the Top initiative was a significant emphasis on policy related to teacher and leader effectiveness. States wishing to take advantage of the flexibility the administration is now offering around some key aspects of the federal Elementary and Secondary Education Act will be required to develop detailed guidelines related to teacher and leader evaluation and require that local districts adopt evaluation systems consistent with state guidelines.

Improving teacher and leader effectiveness will require the development of a comprehensive system of training and support that begins with rigorous preparation programs and follows teachers and leaders throughout their careers.

Within this core priority area are four subcategories related to different aspects of teacher and leader effectiveness:

- Common standards for teacher and leader effectiveness
- Initial preparation and professional development programs that are rigorous, relevant, and data driven
- Next generation evaluation systems for teachers and leaders
- Communities of practice designed to foster continuous improvement

Great Teachers and Leaders

1. Common standards for teacher and leader effectiveness

Advancing the cause of teacher and leader effectiveness means first defining what effective teaching and school leadership looks like. Through our *Learning Results*, Maine set standards for what its students should know and be able to do. It has not, however, established in law what its teachers and school leaders should know and be able to do.

Fortunately, educators across the nation have done a significant amount of work in this area, and several Maine school districts are piloting efforts to define performance expectations for their educators. In 2011, the Council of Chief State School Officers released an updated version of the core teaching standards adopted by the Interstate

Teacher Assessment and Support Consortium (InTASC). This effort comes on the heels of the release, in 2008, of an updated version of the Interstate School Leaders Licensure Consortium standards for school leaders (ISLLC). Other national organizations, such as the National Board for Professional Teaching Standards, have developed and released standards of their own.

Maine should take advantage of these efforts and join the community of states that have adopted clear standards for teacher and school leader effectiveness. Next, efforts should be undertaken to use these standards as the basis for aligning the state's policies regarding approval of teacher preparation programs, teacher and leader certification and recertification, the employment of educational personnel and their evaluation, mentoring, and ongoing professional development. This work should be done in close collaboration with stakeholder groups, especially those representing teachers and school leaders.

Goal: **Educator preparation, training and evaluation are informed by a common understanding of effective teaching and leadership.**

Objective: **Adopt state standards for teacher and leader effectiveness and align state statute and rules accordingly.**

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Policy	Develop state standards for teacher and leader effectiveness for adoption by the Maine Legislature.	Maine DOE, in collaboration with stakeholders	By completion of 2012 legislative session
Policy	Establish plan to update related rule chapters in order to ensure that effectiveness standards are fully implemented in rule and policy. Goal to have all rules and policy updated within five years.	Maine DOE, State Board of Education, stakeholders	Implementation plan due September 1, 2012
Collaboration and Communication	Develop plan to publicize effectiveness standards; feature examples of effective teaching and school leadership in online Communities of Practice.	Maine DOE communications team to develop publicity plan	Plan due September 1, 2012

Great Teachers and Leaders

2. Initial preparation and ongoing professional development programs that are rigorous, relevant, and data-driven

Today, the availability and effectiveness of both initial preparation and professional development programs for teachers and leaders vary dramatically. The goal should be to have high-quality initial preparation programs that are research-driven and classroom-based, as well as ongoing professional development opportunities for in-service educators that are rigorous, relevant, and directed, as nearly as possible, by real-time data on the needs of both learners and educators. Training opportunities should take place, as often as is practical, in the schools where educators do their work. Effective preparation and ongoing training for Maine's early childhood educators are especially critical needs.

Providing leadership training and development has been a challenge as well. While preparation programs for school leaders tend to focus on administration and management, a more pressing need in an era of real change is training

and support related to leadership in executing transformations. Moving from a century-old model of schooling to a proficiency-based, learner-centered model of education will require fundamental change, and such change will require training in change leadership.

Making high-quality training and support for teachers and leaders more readily available will almost certainly require building some regional capacity to deliver it. The state should pursue the creation of regional teacher development centers as a means of maximizing training and professional development resources, while still connecting such opportunities to the specific instructional needs of local teachers and school leaders.

<u>Goal</u>: **Maine educators are consistently supported through high-quality training and professional development.**

<u>Objective</u>: **Expand access to high-quality initial and ongoing training and professional development for teachers and school leaders, with a specific emphasis on transformation leadership and on effectively and efficiently meeting the training and support needs of all educators.**

<u>Action Steps</u>:

Strategy	Action Step	Responsible party	Deadline:
Policy	Amend the Chapter 114 rules governing state approval of teacher preparation programs, with the goal of improving the rigor and relevance of such programs.	Chapter 114 stakeholder group, Maine DOE, State Board of Education	By completion of 2012 legislative session
Regionalization	Develop and provide support for regional teacher development centers to coordinate and conduct regional professional development opportunities for teachers and school leaders.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012
DOE Initiative	Develop an annual state-level "leadership academy" for school and district leaders, with a specific focus on change leadership.	Maine DOE, in collaboration with stakeholders, business leaders	Initial leadership academy to take place summer, 2012

Great Teachers and Leaders

3. Next-generation evaluation systems for teachers and leaders

In its landmark 2009 study of educator evaluation systems, *The Widget Effect*, The New Teacher Project concluded that current educator evaluation systems "fail to differentiate performance among teachers," with the result that "a teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way." The same could be said for the evaluation of school and district leaders.

Effective teaching and school leadership require meaningful evaluation of teachers and school leaders. This in turn requires high-quality evaluation systems, administered by trained evaluators, that are fair and that provide clear and constructive feedback, which is then used to improve professional practice. Consistent with the principles outlined in

the U.S. Department of Education's ESEA waiver framework, the State should adopt a common set of standards that informs the development, at the district level, of teacher and leader evaluation systems.

The state should also work with districts to develop regional teacher development centers that not only support the training of the evaluators themselves, but make use of evaluation data to design and implement targeted professional development.

Goal: **Highly effective educator evaluation systems are in place in every Maine school district.**

Objective: **Adopt statewide guidelines for locally developed teacher and leader evaluation systems, and support the development of a network of trained evaluators based in regional teacher development centers.**

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Policy	Adopt statewide standards for teacher and leader evaluation systems, consistent with ESEA flexibility guidance from USDOE.	Maine DOE, in cooperation with stakeholders, Maine Legislature	By completion of 2012 legislative session
Collaboration and Communication	Develop teacher and principal evaluation models consistent with adopted state standards and post to Maine DOE website.	Maine DOE, in cooperation with stakeholders	Evaluation models posted to web by July 1, 2012
Regionalization	Develop and provide support for regional teacher development centers to coordinate and conduct training of teacher and leader evaluators, and to design and implement training and professional development activities.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012

Great Teachers and Leaders

4. Communities of practice designed to foster continuous improvement

As Harvard's Tony Wagner argues in his book *The Global Achievement Gap*, teaching has been and continues to be a largely solitary practice providing few opportunities for collaboration and sharing of best practices. With the advent of the Internet, the sharing of new ideas and new approaches to teaching can be far more readily facilitated. Instructional materials, research on best practices, and even videos of effective instructional methods can be shared instantly across the state and around the world. Today, though, no single statewide library of such materials exists. At the same time, large volumes of materials are available, but the absence of "curation," context and discussion make it extremely challenging to professionals seeking the right resource.

The Department is already at work developing an online "Communities of Practice" collaboration platform that will allow the state's educators to post instructional resources of various kinds, indexed to the state's *Learning Results,* and available anytime, day or night. The online collaboration platform will allow visitors to browse the work of various practice groups, participate in conversations about the materials and educational practice challenges, and join practice groups where they can more actively participate in ongoing development of education solutions. The

platform could facilitate the development of a resource directory of best practices and become home to a collection of webinars and videos on effective instructional practices, while also connecting educators to like sites and resources centers in other states and around the globe. While in development at the moment, an early version of the site should be developed and deployed soon. Growing the platform to allow an unlimited number of self-formed and managed practice groups is the goal of this effort.

Additionally, the state should pursue development of "lab schools" that can be centers both for research on best practices and for the sharing of effective instructional practices with visiting educators.

Goal: Maine's educators participate easily and often in statewide sharing of instructional best practices and professional development opportunities.

Objective: Develop a state-level, online resource center devoted to the sharing of effective educational practices and professional development resources. Form a network of regional lab schools that develop, implement and promote effective practices.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Collaboration and Communication	Use the online Communities of Practice to facilitate the development of a resource directory for instructional resources and professional development materials.	Maine DOE communications team, in cooperation with the state's educators	Initial launch of resource directory by April 1, 2012
Best Practices	Develop a "Lab School" designation for schools undertaking research and development on effective instructional practices.	Maine DOE, in collaboration with stakeholders	Implementation plan to be developed by September, 2012

Core Priority Area 3: Multiple Pathways for Learner Achievement

For generations, the adults in our schools have decided what students learn; when, where, and how they learn it; and in what ways they demonstrate what they have learned. It is becoming increasingly clear, however, that this approach—in which the learner is obligated to adapt to the educational institution instead of the other way around—simply does not work for many kids. For too long, such a model has prevented too many students from finding success in the school environment.

The system of schools we have today is one in which time is the constant and learning is the variable. Teachers and students are given a fixed period of time in which to cover a fixed curriculum. The result is a model that falls short of meeting the needs of all students. Some students disengage because the pace of the class does not challenge them, while others fail to achieve learning goals because the pace is too fast. As Nicholas Colangelo, Susan Assouline and Miraca Gross write in their 2004 report, *A Nation Deceived: How Schools Hold Back America's Brightest Students*, our system of education keeps the most advanced students from reaching their full potential "by forcing them to learn in a lock-step manner with their classmates." "The evidence," the authors write, "indicates that when children's academic and social needs are not met, the result is boredom and disengagement from school."

Along with being grouped with students of the same age, students are expected to learn in the same physical setting as all other students in their community: in a brick and mortar elementary school, middle school, and high school within defined geographical boundaries. Within the physical structure, learning in one content area is often completely separate from learning in another: Math is learned in math class and civics in civics class. Credit is earned by sitting in certain classes for certain periods of time.

In a learner-centered, proficiency-based system, students advance upon demonstration of mastery, rather than remain locked in an age-based cohort that progresses through a fixed curriculum at a fixed pace, regardless of learning achievement.

The good news is that schools and districts across Maine and the nation are already implementing a learner-centered instructional approach, one that provides learners with more say in their education, more choices about how, where and when they learn, and more opportunities for them to demonstrate success anytime, anywhere. The work of these educational pioneers, who are providing customized experiences for each student, should be studied. Best practices in learner-centered, proficiency-based instruction should be developed, shared, discussed, and constantly improved.

Additional steps must be taken to provide learners with every opportunity to succeed. Learners must be partners in and directors of their own learning. They must help to design learning activities and have some say in how that learning will be evaluated. For example, schools across Maine already make use of "capstone projects"—interdisciplinary, theme-based assessment instruments designed, at least in part, by the students themselves.

As we move away from the factory-era, assembly line model of schooling, we must also begin moving away from the practice of having the student's street address serve as the primary determinant of the school that student attends. Expanding school choice options, such as charter schools, meets this goal. Moreover, we need to move away from a model where the only place that learning is recognized as having happened is in school. More than any previous generation, this generation of young people will be one of lifelong learners, acquiring new skills and processing new information as a routine part of life. The technological age in which we now live will provide this generation of

learners with access to a variety of learning options and opportunities that is without precedent in human history. Already, through the Internet, students have access to an enormous variety of learning options, including online courses delivered at little or no cost from all over the world. The idea that the learning that takes place outside the walls of the school somehow doesn't "count" is yet another idea whose time has come and gone.

Truly embracing a "learning without barriers" model will mean more flexibility within the walls of the school and more opportunities for learning outside the walls. It will require a new architecture for learning, one that involves new ways of organizing students for instruction, new ways to assess student learning, and new learning opportunities both within the existing structure of schools and beyond it.

A system that fully recognizes multiple pathways for a student to achieve will embrace the following four tenets:

- Advancement based on demonstration of mastery
- Student voice and choice in the demonstration of learning
- Expanded learning options
- "Anytime, anywhere" learning

Multiple Pathways for Learner Achievement

1. Advancement based on demonstration of mastery

For as long as anyone can remember, learners have been organized into groups by age. They move through school in age-based cohorts in lockstep, whether they fully understand what is taught or not. As a consequence, students who have already mastered certain content must wait for the others to catch up, while those who have yet to fully understand a certain concept are pushed to move on anyway. What is needed is a move to a learner-centered, proficiency-based system in which learners advance only when they have demonstrated mastery of defined learning outcomes.

Transitioning from the age-based grade level model, which has been in place for more than a century, to something new will take a sustained effort over a number of years. Luckily, there are already schools and school districts here in Maine moving forward with proficiency-based systems. The state should take an active role in supporting these efforts, undertaking research on this new approach and reporting outcomes. The Department's new Center for Best Practices, supported by grant funds, should study and report on the work of Maine districts implementing a proficiency-based model. Through the online Communities of Practice collaboration platform, to be developed by the Department in 2012, materials and resources related to proficiency-based models can be shared. The platform can also provide a platform for professional discussion and development connected to those materials.

Since the adoption of the Maine *Learning Results* standards back in 1997, the Maine Legislature has envisioned a true, proficiency-based system, including a standards-based high school diploma. If Maine is serious about moving in this direction, legislation will need to be adopted that moves the state away from age-based grade levels and Carnegie units as a measure of academic progress at the high school level. Statutory language should be adopted embracing a true standards-based high school diploma.

Goal: All Maine students learn in a proficiency-based model that allows them to move at their own pace and advance when they have mastered learning outcomes.

Objective: **Develop and implement a comprehensive set of state policies and supports to aid schools and school districts as they move from an age-based model to a proficiency-based model of schooling.**

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Best Practices	Establish a Center for Best Practices at the Maine DOE to focus on research and reporting related to proficiency-based systems here in Maine.	Maine DOE	Center launched January 1, 2012
Collaboration and Communication	Use the online Communities of Practice to share resources and best practices related to proficiency-based learning.	Maine DOE, districts piloting proficiency-based learning	Online practice group on proficiency-based learning in place by May 1, 2012
Planning and Implementation	Establish a learner-centered instruction team at the Maine DOE, tasked with coordinating support for proficiency-based districts and establishing a communications strategy related to proficiency-based systems.	Maine DOE	Team in place by March 1, 2012, communications plan adopted by June 1, 2012
Policy	Adopt statutory language requiring proficiency-based high school diplomas by a date certain.	Maine DOE, Maine Legislature	By completion of 2012 legislative session

Multiple Pathways for Learner Achievement

2. Student voice and choice in the demonstration of learning

A truly learner-centered model of schooling allows for advancement based on demonstration of mastery. It also makes the learner a partner in determining not just the learning activities to be undertaken but the means by which that learning is to be demonstrated.

In schools across Maine and the nation, some variation of this model already exists. In high schools, especially, students are often asked to design culminating experiences such as senior theses or capstone projects. Such projects are generally conducted in collaboration with faculty advisers, are often interdisciplinary in nature, and are typically shared or presented in a public forum. The intent of such projects is not only to demonstrate the application of student learning, but to mirror the kind of work typically found in the world beyond high school, where one applies skills and knowledge from a variety of content areas to create a new product or new meaning.

To ensure that assessments of student learning are valid and reliable, efforts must be made to develop standards for learner-designed, performance-based assessments, and to provide both teachers and students with exemplars of such assessments, including examples of student work.

The state can play a role here, using the online Communities of Practice to develop a clearinghouse of such assessment tools. The ability to upload video clips and other materials to the platform will allow for the posting of exemplars of student work. The potential also exists for professional development opportunities to be made

available that allow teachers to score student-developed projects online, using a common rubric, and compare the score they give to the scores of others.

In pursuing this work, policymakers need to take care to avoid the mistakes of the "local assessment systems" initiative of the early 2000s, which, in an attempt to provide local control over student assessment, created an extraordinary amount of work for teachers and school leaders. Efforts should be made to take full advantage of modern technology to make available to educators a wide variety of learner-centered assessment approaches.

Goal: Learner-designed assessments are used in schools across Maine, making students active participants in setting and meeting expectations.

Objective: Provide Maine's educators with access to exemplars of valid, student-developed assessment tools and expand professional development opportunities related to the implementation of such assessment systems.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Collaboration and Communication	Use Online Communities of Practice to share resources and best practices.	Maine DOE, districts piloting proficiency-based learning	Creation of relevant practice group by May 1, 2012

Multiple Pathways for Learner Achievement

3. Expanded learning options

Today, all public schools are required to provide students the opportunity to attend Career and Technical Education (CTE) and access its rigorous career preparation programming. Adult Education programming and the post-secondary options it offers are also prevalent throughout the state. School systems create additional educational options as well, in the form of alternative schools. In addition, thousands of Maine students can choose the schools they attend, and with the passage of recent legislation, Maine will soon allow the development of public charter schools, creating yet another educational option for learners.

While learning opportunities such as these may provide many students with a more appropriate educational setting, access is often limited. Every effort must be made to ensure that students can access a wide array of rigorous, proficiency-based educational programming, both within the resident school unit and outside of it.

And while schools today typically "count" only the learning that happens within school walls during the school day, a learner-centered educational system recognizes that learning takes place in many settings at all times of the day. More than any generation before it, this generation of young people will have access to countless learning opportunities, presented in a variety of settings. Schools are only beginning to move in this direction. They must work collaboratively with families, businesses, community organizations and others to accelerate this evolution and provide all students with rigorous, real-world learning opportunities.

Goal: A wide variety of learning opportunities and settings give all students access to educational options that work for them.

Objective: Establish in statute "multiple pathways" for student achievement that minimize barriers to available education options and ensure access to a broad array of learning options.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Policy	Adopt statutory language to expand student access to CTE and allow students to use Adult Education classes as a path to high school completion.	Maine DOE, in cooperation with stakeholders, Maine Legislature	By completion of 2012 legislative session
Policy	Adopt statutory language expanding school choice options for all Maine students.	Maine DOE, in cooperation with stakeholders, Maine Legislature	By completion of 2012 legislative session
Policy	Fully implement the state's charter school law, including establishment of State Charter School Commission (SCSC), enactment of Maine DOE bill updating statutory language, final adoption of rules governing charter school development.	Maine DOE, State Charter School Commission, stakeholders	SCSC in place by January 1, 2012, updated statute and rules in place by completion of 2012 session

Multiple Pathways for Learner Achievement

4. "Anytime, anywhere" learning

While schools once had a near monopoly with regard to the provision of educational programs and services, technological advances provide students today with a far wider array of educational options.

Online and digital learning, for example, which allows students to learn at the time, place and pace most effective for them, is growing dramatically. The International Association for K-12 Online Learning (iNACOL) reports that "in 2010, over 4 million K-12 students participated in a formal online learning program," and that "online learning enrollments are growing by 46% a year." That growth rate, reports iNACOL, "is accelerating."

While Maine led the way a decade ago with a learning technology initiative that put laptop computers into the hands of tens of thousands of students, the state is falling behind when it comes to digital learning. States across the nation have launched online or virtual schools of one kind or another, and some have even mandated that students take at least one digital course as a condition of graduation. Maine needs a comprehensive digital learning strategy that ensures its students are prepared for the digital age in which they live.

Teachers and school leaders will also need additional knowledge and skills as digital learning becomes more popular and widespread. Efforts should be undertaken to ensure that teacher and leader preparation programs include training in digital learning, and the state's learning technology team should continue its work to provide ongoing professional development opportunities related to digital learning.

As for Maine's schools, if they are to remain relevant in this changing world, they must adopt an approach that recognizes digital learning options and must begin tailoring their own educational programming to allow for

"anytime, anywhere" learning. The state can assist in this effort by providing a clearinghouse of digital learning resources and by establishing and reporting on digital learning best practices.

Goal: All Maine learners actively participate in digital learning opportunities that engage them and allow self-directed, self-paced learning.

Objective: As part of a comprehensive digital learning strategy, develop approaches to assist districts in adopting policies and practices that support "anytime, anywhere" learning, including expanded access to digital learning and other educational options outside the classroom.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Planning and Implementation	In collaboration with stakeholders, adopt a comprehensive, multi-year digital learning strategic plan designed to expand access to digital learning opportunities for all Maine students.	Maine DOE, in cooperation with stakeholders	Complete plan summer of 2012, with recommendations reported to the 126th Maine legislature
Collaboration and Communication	Develop and post to Maine DOE website materials and resources related to digital learning best practices.	Maine DOE MLTI team	Ongoing

Core Priority Area 4: Comprehensive School and Community Supports

Surrounding the teaching and learning that take place in classrooms and other educational settings is an extensive network of school and community supports that are critical for learner achievement. In even the most effective teaching and learning environments, learners will still struggle if they lack appropriate support for special learning needs, confront health and wellness issues, have limited access to learning opportunities beyond the school walls, or struggle to see how the work they do in school prepares them for college, careers and civic life. Highly effective school systems integrate these systems of support and interaction in order to ensure that effective teaching and learning can take place.

In many European nations, for instance, not only are health and other services for students more readily available, but fewer barriers exist between schools and the communities they serve. In many such systems, students complete learning outcomes while working in apprenticeships and internships with employers.

Within this core priority area are four subcategories related to providing needed services and supports to students:

- Effective and efficient services for learners with special needs
- Coordinated health and wellness programs
- A commitment to community and family engagement
- Career and workforce partnerships

Comprehensive School and Community Supports

1. Effective and efficient services for learners with special needs

Students with special learning needs require adequate support in order to succeed. But school districts face a daunting challenge in providing those required services: They are under constant pressure to contain rising costs for special education at a time when the number of students with multiple and severe learning and behavioral issues is on the rise.

According to the Fordham Institute, Maine has one of the highest rates of special education identification in the country. At 17.25 percent, Maine's rate well exceeds the national average of 13.14 percent. In fact, only three other states—Rhode Island, Massachusetts and New York—identify a higher percentage of their students as in need of special education services. A sensible first step toward finding efficiencies might be to undertake a detailed study to examine Maine's high rate of special education identification.

Maine also seems to go about providing services to special education students in a very labor-intensive way. The Fordham Institute's report identifies Maine as having one of the nation's highest special education staff-to-student ratios. At 210 staff members for every 1,000 special education students, Maine has the sixth highest ratio in the country, well above the national average of 128 to 1,000. Some of that high staff ratio is almost certainly due to Maine's rural nature, but Fordham does report that there are much larger rural states with much lower personnel ratios. Additional study should be undertaken to determine the extent to which Maine is using cost-effective best practices in the provision of special education services.

Addressing the challenge of providing cost-effective special education services will almost certainly require building more regional capacities around special education administration and service provision. Much the same could be said of services for students with limited English proficiency.

Goal: All students with special learning needs have access to efficient, effective and appropriate services that help them succeed.

Objective: Review current practices with regard to the provision of services to students with special learning needs, and develop regional approaches to the delivery of special educational services, including the development of regional support centers for learners with special educational needs, their parents and families, and the educators who serve them.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Planning and Implementation	Review current special education policy and practices; recommend changes for the next legislative session. Review to include analysis of data regarding special education eligibility, placements, and staffing ratios to determine factors that influence determinations of eligibility and higher-than-average staffing.	Maine DOE, in cooperation with stakeholders, Maine Legislature	Report due January 1, 2013
Best Practices	Publish a page on Maine DOE website to share evidence-based best practices with regard to special education services.	Maine DOE	September 1, 2012
Regionalization	Use the Fund for Efficient Delivery of Educational Services to pilot models of regional special education administration and services delivery.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012

Comprehensive School and Community Supports

2. Coordinated health and wellness programs

The health and wellness of all members of the school community have always been important factors influencing learner achievement and growth. Today, young learners often come to school with myriad physical, developmental, behavioral and emotional health issues. School personnel also are challenged with physical, personal and emotional issues of their own. Schools need to respond by working to coordinate access to a seamless array of health and wellness services for children, families and staff, developed in cooperation with health, counseling, wellness and nutrition resources outside the school walls.

Additionally, every effort must be made to ensure that schools and school districts have access to the latest information and resources on best practices in delivering health and wellness services.

In recent years, policy changes at the state level with regard to Maine's Medicaid program, MaineCare, have had an enormous impact on the capacity that schools have to provide needed health services. Still, today Maine's school districts and the wider health care community remain uncertain about current MaineCare policies and procedures. The state Department of Education and Department of Health and Human Services must partner in new ways to ensure that health care providers have access to clear policies and procedures around the use of MaineCare funding.

Goal: Coordinated health and wellness programs contribute to a healthy school environment that helps learners make the most out of school.

Objective: Further coordinate, at the state, regional and local levels, school programming in health, wellness, counseling and nutrition. Continue the ongoing collaboration with the state Department of Health and Human Services to ensure access to needed health services.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
DOE Initiative	Review Maine DOE's health and wellness programs. Potentially develop a coordinated student health and wellness office or team at the Maine DOE.	Maine DOE, in cooperation with stakeholders	Plan due July 1, 2012
Collaboration and Communication	Support the ongoing work of Maine DHHS to create a detailed manual on MaineCare and other health and wellness-related policy and programs.	Maine DOE, in cooperation with DHHS, stakeholders	Manual due September 1, 2012
Best Practices	Publish a page on Maine DOE website dedicated to sharing evidence-based best practices with regard to health and wellness services.	Maine DOE	September 1, 2012

Comprehensive School and Community Supports

3. A commitment to community and family engagement

The involvement of families and the wider community in a child's education has always been critical to student success. According to the Center on School, Family, and Community Partnerships at Johns Hopkins University, repeated studies have found that "through high school, family involvement contributed to positive results for students, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school." Research also suggests that community partnerships, in the form of service learning opportunities, for instance, also have an impact on student outcomes.

Partnerships with the world beyond the school walls are especially important in a learner-centered system of education. Learners will take part in home- and community-based learning opportunities, including online and distance learning, and will be asked to demonstrate mastery of standards through community-centered capstone projects. In order to support the principle of student-centered, anytime, anywhere learning, schools will need to interact with and engage families and communities as never before.

The Department can play a role in advancing engagement efforts by sharing models of effective family and community partnerships. As the Department redesigns its website, for instance, it could create a clearinghouse for best practices in family and community outreach.

The state has an additional resource in the form of the Maine Commission for Community Service, which coordinates various volunteerism and community service programs across Maine. While the Commission is currently housed at the State Planning Office, the administration has put forward a proposal to move it into the Department of Education. Such a move could potentially mean an expansion of the state's capacities to support school and community partnerships.

Goal: Schools and districts are engaged in unprecedented partnerships with families and the broader community as a way to expand learning opportunities for students.

Objective: Expand the state's capacity to support family and community partnerships at the school and district level.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Collaboration and Communication	Publish a page on Maine DOE website dedicated to providing models of family and community partnerships established in schools across Maine and the nation.	Maine DOE, in cooperation with stakeholders	September 1, 2012
Planning and Implementation	Develop a plan, in cooperation with the Maine Commission for Community Service, to more fully implement school and community partnerships.	Maine DOE, in cooperation with the MCCS	By completion of 2012 legislative session

Comprehensive School and Community Supports

4. Career and workforce partnerships

Even in this time of high unemployment, employers report that they struggle to find employees with the knowledge and skills the modern workplace requires. The era of the No Child Left Behind Act, with its emphasis on tested academic subjects, has led to a narrowing of school curricula, which has often led to a decline in course offerings in the industrial arts and other fields oriented toward career preparation. Many employers report being interested in hosting school visits or providing students with workplace internships, but find that schools show little interest or have little capacity to take advantage of such opportunities.

Building the workforce of Maine's future will require an unprecedented partnership between employers and educational systems at all levels. Learners should have broad access to opportunities for workforce and career exploration, and educational programs at all levels should work to ensure that their students develop college- and career-ready skills. Opportunities for students to intern with employers should be expanded and flexible schedules should be created to allow students to apprentice with employers part-time while completing their studies. Efforts should be made to align curricula and coursework at all educational levels in order to create clear college and career pathways for students.

A good first step in this work would be for the Maine DOE to survey school districts, Career and Technical Education centers and adult education programs to determine current practices with regard to career and workforce partnerships. The results of the survey could then be used to develop strategies to expand such opportunities. Efforts should also be undertaken to review state law in order to identify potential barriers to expanding educational opportunities in Maine's workplaces.

Goal: Students commonly access internships, apprenticeships and other opportunities to learn in workplace settings, apply academic lessons and explore potential career fields.

Objective: Develop a set of strategies for the expansion of career and workforce partnerships, based on feedback from school districts and the employer community.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
DOE Initiative	Survey Maine's school districts to identify current practices with regard to business and workforce partnerships.	Maine DOE	End of 2011-12 school year
Planning and Implementation	Use survey results, along with feedback from stakeholders, to develop strategies for expanding access to partnership opportunities.	Maine DOE, working with stakeholders	Strategies developed by September 2012
Policy	Undertake a review of state law and policy in order to identify barriers to career and workplace educational opportunities.	Maine DOE	By 2013 legislative session

Core Priority Area 5: Coordinated and Effective State Support

Far from the classrooms where learning occurs are state-level structures and systems that, while largely unknown to learners, are critical to helping them prepare for college, careers and civic life. Whether they know it or not, learners rely on coherent and consistent structures and policies at the state level that are critical to a high-functioning, learner-centered system of education.

The educational journey that learners take is made far easier when the education systems that serve them work collaboratively to align programs and practices, making the move from one educational setting to another as seamless as possible.

Maine's public higher education institutions, for example, are taking steps to better align with each other and with the state's high schools and Career and Technical Education centers. At the other end of the educational pipeline, Maine's Race to the Top Early Learning Challenge grant proposal, while ultimately unsuccessful in winning a grant award, established a new cooperative relationship between the state Department of Education and the Department of Health and Human Services, that will better integrate services for preschoolers. At the high school level, a number of Maine communities are exploring ways to bring higher education facilities to high school campuses so students can easily take advantage of advanced academic opportunities. Work is also underway at the state level to identify funding sources, policies and structures that can allow more of Maine's high school students to participate in post-secondary courses while still in high school.

It is schools and school districts that do the hard work of instructing, assessing and providing for the well-being of students; hiring effective educators, evaluating their performance and allowing them to continue their professional growth; and engaging families and the broader community in service of learning. But for them to do their important work, schools and districts need adequate and effective support from the state.

Most of that support comes in the form of state funding for schools. By approving a 2004 ballot referendum requiring a 55 percent state share of the cost of public education, Maine voters affirmed their support for a significant level of state funding for schools. Unfortunately, Maine has never reached the goal of a 55 percent state share, and the way the state's money is distributed to Maine's schools is a source of constant debate.

An effective state education agency is also important to supporting Maine's public education system. The state Department of Education has a number of regulatory duties it is required to perform under law, but it also must serve to guide and support the work of Maine's educators and school leaders.

One area where the state can play a critical role is in the coordinated integration of technology. A learner-centered educational system requires effective data systems that track learner achievement over time and across multiple educational settings. Unfortunately, local school districts have been frustrated by technology issues at the state level that have stood in the way of compatibility between local and state student information systems and streamlined submission of required data to the state. Efforts must be undertaken to address the data needs of the state's schools and school districts and to work with them to address additional data and technology needs.

Lastly, Maine's public schools need a state accountability structure focused on ensuring and accurately tracking the growth and achievement of each learner. The state recently began that work as part of crafting an application to the U.S. Department of Education for flexibility in implementing the accountability provisions of the Elementary and Secondary Education Act. The work began with a public survey and three public forums in December 2011 focused on school improvement and accountability. The 1,500 survey responses and other feedback demonstrated a high level of interest in a fair and constructive accountability system that judges student achievement and school performance on multiple measures, rather than on the basis of a single standardized test. The Maine Department of Education has committed to the long-term work of engaging stakeholders in designing an accountability and improvement system that meets those needs.

This core priority area is divided into the following four sub-categories that each details a specific state structure or policy upon which the state's learners and public schools depend:

- Seamless integration of educational programs from early childhood into adulthood
- Adequate and equitable state resources for Maine's schools
- Comprehensive integration of technology
- A robust and transparent accountability and improvement system

Coordinated and Effective State Support

1. Seamless integration of educational programs from early childhood into adulthood

For a learner-centered educational system to function, all the elements of that system must be carefully aligned to allow learners to move at their own pace and have multiple opportunities to demonstrate proficiency. Too frequently, however, the various pieces of the educational system are disconnected from one another. Early childhood programs are disconnected from the elementary school programs they feed into. A middle school may embrace a learner-centered model, but the high school its students are to attend does not. Barriers are sometimes erected that prevent students from having access to Career and Technical Education programs, or that complicate the transition from high school to post-secondary educational opportunities.

Every effort must be made, from the highest levels, to ensure that educational programs are fully aligned and that they all embrace a model of schooling that puts the needs of the learner first.

Some of this important work is already underway. Recent meetings between the Maine DOE and the state's institutions of public higher education have resulted in an agreement to establish a collaborative working group to focus exclusively on post-secondary transition issues. This past summer, Governor LePage signed an executive order establishing the Task Force on Expanding Early Post-Secondary Access for High School Students in Maine. The task force will soon release a report of initial findings, but intends to continue its work to expand access to early college opportunities.

At the other end of the age spectrum, the state missed out on a federal Race to the Top grant aimed at improving early childhood programming, but state officials intend to move ahead with as much of the proposed work as possible, including the development of a permanent inter-agency working group devoted to coordinating early childhood policies and practices.

Each of these efforts represents a significant step toward a more fully aligned educational system from early childhood into adulthood.

Goal: Maine students are able to move easily through a learner-centered educational system fully integrated from early childhood through adulthood.

Objective: Eliminate as many policy and operational barriers as possible that block access to educational options .

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Collaboration and Communication	Move forward with structural and other reforms as outlined in the state's recent Race to the Top Early Childhood Challenge grant.	Maine DOE, Maine DHHS and stakeholders	Progress report due July 1, 2012
Collaboration and Communication	Create the Education Coordinating Committee's college transitions working group; complete working group's initial report to the ECC regarding college and career readiness initiatives.	Maine DOE, higher education institutions, Education Coordinating Committee (ECC)	Interim report due to ECC May 1, 2012
Policy	Implement the initial findings of the governor's early post-secondary opportunities task force; support the ongoing work of the task force.	Maine DOE, early post-secondary task force	Task force interim report under development

Coordinated and Effective State Support

2. Adequate and equitable state resources for Maine's schools

Under Maine's Constitution, it is the state's "several towns" that are required to "make suitable provision, at their own expense, for the support and maintenance of public schools." A significant state role in K-12 education is essential, however, to ensure that all of Maine's young people, regardless of zip code, have equal access to a good education.

The state supports Maine schools in two ways. First, the state provides a considerable amount of funding to local schools in the form of General Purpose Aid for local schools (GPA), from which local schools are funded. For the 2012-2013 school year, state GPA funding is budgeted to total more than $900 million.

What constitutes the appropriate level of state funding for schools (and how that funding is then distributed to the state's school districts) is a subject of constant debate in Augusta. Last legislative session, a proposal was put forward to have an independent study of Maine's school funding commissioned, and such a study should be undertaken as soon as sufficient funding can be found to finance it.

Maine's schools are also supported by the state Department of Education, which provides resources and support to Maine's schools as well as undertaking various regulatory duties as required by state and federal law. A recent study of the Department, however, undertaken by the Council of Chief State School Officers, found that the agency lacked much of the capacity it needed to effectively support Maine's schools and school districts. The state's school and district leaders have echoed this finding, stating that they would like to see the Department become more effective in its support and assistance.

An opportunity for a full-scale review of the Department's work is coming in the form of Governor LePage's zero-based budget initiative, which will require state agencies to review all programs and practices in a search for efficiencies and improved levels of service. The Department should partner with stakeholders as part of this effort to review the work of the agency and provide suggestions for improvement.

The Department's staff is already at work reviewing internal operating procedures and practices, with the goal of improving efficiencies and customer service.

Goal: Maine's schools are supported by adequate and effective state resources.

Objective: Undertake an independent review of the state school funding system; continue ongoing work to improve the efficiency and effectiveness of the state Department of Education in providing technical and other kinds of support.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Policy	Undertake an independent review of the state school funding system; propose potential policy changes, if any, to the next legislature.	Maine DOE, Maine Legislature	Complete report by January 1, 2013
Policy	Use zero-based budget initiative to further review and assess Maine DOE programs and processes; propose reforms in the next biennial budget bill	Maine DOE, in cooperation with stakeholders, Maine Legislature	Proposed reforms to be included in next biennial budget bill

Coordinated and Effective State Support

3. Comprehensive integration of technology

Since the deployment of the state's one-to-one computing initiative a decade ago, Maine has been a leader in the integration of technology and education. There remain, however, far greater opportunities to employ technology to improve learner outcomes.

As addressed elsewhere in this plan, online and distance learning options can provide students with additional opportunities to achieve and demonstrate proficiencies. Additionally, new computer-based assessment tools can provide educators with real-time information on student achievement, allowing teachers to adapt instructional practices to meet the needs of learners. New data tools, such as the State Longitudinal Data System, will be able to track learner growth over time, and as schools move to a proficiency-based system of schooling, advanced new student information systems will allow educators to track the achievement, by each student, of multiple learning outcomes.

Effective implementation of information technology can be a cost saver as well. Public education is a remarkably paperwork-intensive business and commonly used documents such as Individualized Education Plans, which could and should be created digitally, are too often drafted on paper even now. Significant cost savings could be realized if more modern data and information technology systems were put into place. This is especially true with regard to information and data systems at the state level, where effective implementation and integration of data systems has been an issue.

There are cultural changes that need to take place as well. As technology continues to transform modern life, schools, to remain relevant, must also use technology in transformative ways. Too often, educators and administrators have seen technology as an add-on or supplement, whose primary function was to support more traditional instructional and administrative practices. In the years to come, significant work must be done to more fully and comprehensively integrate technology into the everyday work of schools and districts—to take technology integration to the "next level."

The first step in all this would be for the Department to undertake a detailed review of current data and technology initiatives and needs, both at the state and local level, with an eye toward developing an information technology "comprehensive plan." Efforts must be made within the Department itself to better coordinate and integrate various technology projects. The Department should also work with IT directors in Maine schools to identify training and support needs.

Goal: Information and instructional technologies are supporting instructional practice and efficient school system operations.

Objective: Develop a "comprehensive plan" for technology integration, both in Maine's schools and school districts and at the Maine DOE, developed in collaboration with IT personnel and educators across the state.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Planning and Implementation	Develop comprehensive inventory of ongoing technology and data projects and initiatives, with current status on each.	Maine DOE	March 1, 2012
Collaboration and Communication	Survey school unit IT directors and administrators regarding technology and data needs; use responses to develop detailed data and technology support plan.	Maine DOE, in cooperation with stakeholders	September 1, 2012

Coordinated and Effective State Support

4. A robust and transparent accountability and improvement system

Ensuring that education policies and programs at both the state and local levels are effective requires a robust, transparent accountability and improvement system that tracks the growth and achievement of every learner. The accountability system employed by the state today, designed to comply with the federal No Child Left Behind Act, has a number of flaws. It does not measure the growth and achievement of each learner individually, but establishes the success or failure of educators, schools and school districts by comparing this year's class of fourth graders, for instance, to last year's class. The system does not recognize that learners not only come to school in different places developmentally, but that they advance though their educational careers at different paces as well. Rather than using multiple measures of student achievement, the current system judges success or failure based on a single score on a single assessment at a single moment in time.

With the U.S. Department of Education expressing a willingness to allow states flexibility with regard to the accountability provisions of No Child Left Behind, Maine should undertake the effort to design and implement a comprehensive accountability structure focused on learner growth and achievement, one that uses multiple measures of learner proficiency tracked over time. Such a system should also fairly but readily identify underperforming schools, and ensure deployment of targeted and worthwhile assistance and support.

Goal: An effective school and district accountability and improvement system helps Maine's schools meet the needs of all learners.

Objective: As part of the federal NCLB waiver process, develop a rigorous and transparent state-based accountability and improvement system that makes use of multiple measures, tracks learner growth and achievement over time, publicly reports that achievement, and holds educators, schools and school systems to account.

Action Steps:

Strategy	Action Step	Responsible party	Deadline:
Planning and Implementation	Develop a plan for the design and implementation of a new state accountability system consistent with the principles of the NCLB flexibility package.	Maine DOE, in cooperation with stakeholders, Maine Legislature	Waiver application due February 21, 2012; implementation to follow

Appendix II

Common Core ELA and Mathematics Implementation Plans

CCSS for ELA Implementation in Maine

Implementing the Common Core State Standards for ELA will be a multi-year, multi-phased process. Immediately upon adoption of the CCSS, the State's implementation plan was launched (see below). This plan includes three phases:

      Phase 1: Introduction to the CCSS for ELA (2010-2012)
      Phase 2: Alignment of Curriculum and Instruction to the CCSS for ELA (2011-2013)
      Phase 3: Implementing the CCSS for ELA: Standards, Curriculum, and Assessment
            (2012-2014)

Recognizing that Maine school systems will be in different places with respect to implementation, the school years indicated for work in these phases overlap, with the ultimate goal being that all Maine school systems will reach full implementation by the 2014-15 school year.   In Maine, "full implementation" is intended to include administration of assessments based on CCSS in the 2014-2015 school year. Full implementation of curriculum and instruction aligned to the CCSS will be completed by June 2014.

Maine CCSS for ELA Transition Timeline

Phase 1
Introduction to Common Core State Standards: Getting Familiar
2010-2011 and 2011-2012 School Years

The goals for this phase of the implementation plan included the following:

- Develop understanding of the impetus for and development of the CCSS for ELA, including college and career readiness, rigor, and 21st Century learning
- Explore the big ideas (shifts) and concepts that influence the interpretation of the standards, such as text complexity, academic vocabulary, and integration across strands
- Become familiar with the content of the CCSS and the supporting appendices for ELA

Activities to support this phase:

- **Creation of CCSS for ELA web pages on Maine DOE ELA home site** where CCSS documents for ELA (standards and appendices) were posted in summer of 2010. http://www.maine.gov/education/lres/ela/standards.html. These navigation of these documents was further refined during the 2010-11 school year to enable easier access to the K-5 and 6-12 standards, specific standard strands (e.g. reading, writing, listening/speaking, and language) as well as portions of the CCSS for ELA introduction and appendices that support the specific strands. Additionally, Maine's CCSS for ELA website was further refined to include a resource section to support the phases of implementation (Phase 1: Introduction; Phase 2: Alignment; Phase 3: Implementation). As presentations, resources, and other materials are developed, they are posted under the appropriate phase of implementation for the field to access.

- **Presentation of regional and school system workshops to introduce Maine educators to the CCSS for ELA.** During the Fall of 2010 through the Spring of 2011, the MDOE ELA content specialists provided a variety of introductory workshops to school systems across Maine. These included:

  - 4 day-long, regionally based workshop sessions for K-12 educators to introduce the ELA CCSS to educators from across Maine. Approximately 200 educators attended each of the regionally held sessions. Educators had the opportunity to explore the organization and structure of the standards and the supporting appendices in the first half of the workshop, and then broke into K-5 and 6-12 span groups to learn about the specific standards for their grade levels.

  - The ELA Content Specialist provided a variety of workshops designed to provide introduction to the CCSS for ELA to school systems, regional professional learning networks, and statewide education organizations during the 2010-11 school year. These workshops ranged in length from 3-6 hours each depending upon the setting. The power points used in these workshop sessions were posted on the ELA homepage so that all Maine educators would have access to them.

  - The ELA Content Specialists met with the 8 regional superintendent groups throughout the 2010-11 school year, providing an overview of the CCSS for ELA and planning for next steps. Additionally, regular updates on CCSS for ELA implementation activities are communicate by the MDOE regional representatives who meet with the regional superintendents and curriculum leaders on a monthly basis.

  - The ELA Content Specialists provided training in the ELA CCSS to the 25 facilitators of MDOE's Literacy Leaders' Network. In turn, these facilitators provided two workshop sessions related to the ELA CCSS in each of the 20 Literacy Leader Network meeting locations during the 2010-11 school year, reaching another 400 K-5 educators.

- **Development and presentation of a CCSS for ELA Introductory Webinar Series.** The ELA content specialists developed a series of webinars related to introducing the ELA CCSS that were provided throughout the 2010-11 school year. The differences between the CCSS and Maine's previous ELA standards were highlighted and suggestions for beginning implementation activities were provided. Each webinar has been archived and is posted on the ELA homepage for educators to access. http://www.maine.gov/education/lres/ela/online_pd.html

- **Development of resources to support study of CCSS for ELA**. During the 2010-11 school year, MDOE Content Specialists developed and posted an array of tools and resources for Maine educators to use to introduce themselves to the CCSS for ELA. http://www.maine.gov/education/lres/ela/guided-study.html

- **Regular communications about the CCSS for ELA via the MDOE's ELA List Serv and *Literacy Links* newsletter.** MDOE ELA content specialists regularly post information about the Common Core State Standards for ELA on the ELA listserv, through *Literacy Links*, and on the ELA homepage. Several editions of the 2010-11 *Literacy Links* series, sent monthly to approximately 1,500 Maine educators, introduced the strands of the CCSS for ELA and provided resources for learning more about each strand. Literacy Links Monthly Newsletters: http://www.maine.gov/education/rf/newsletters/index.html

Phase 2
Alignment of Curriculum and Instruction to the CCSS for ELA
2011-12 and 2012-2013 School Years

The goals for this phase of the implementation plan include the following:

- Deepen educator understanding of the shifts required by the CCSS for ELA, such as text complexity, writing from sources, academic vocabulary, literacy standards across content areas, etc.
- Provide resources for examining local curricula to determine alignment and gaps, including documentation of professional learning needs
- Provide tools for evaluating current instructional materials and practices to insure alignment to CCSS for ELA
- Connect K-12 CCSS for ELA implementation to higher education and Smarter Balanced Assessment Consortium

Activities to support this phase:

- **Presentation of regional and school system workshops for Maine educators and organizations to support understanding of the ELA shifts and curriculum alignment for the CCSS for ELA.** ELA content specialists continued to provide site-based, school district workshops and technical assistance as requested, as well as workshops and presentations for statewide organizations and institutions of higher education. These sessions included content from introductory sessions described above, but also extended to focus on assistance with the CCSS shifts for ELA, as well as the curriculum alignment and introduction to the Smarter Balanced Assessment system. Examples of workshops include:
  - o Partnering with the University of Southern Maine to present a series of CCSS workshops during the Winter and Spring of 2012
  - o Partnering with ASCD to provide regional workshops during the Fall of 2011 and Spring of 2012
  - o Partnering with Navigating the Real World to present regional workshops during the Fall of 2011 and Spring of 2012
  - o Partnering with professional organizations such as Maine Council for English Language Arts, Maine Principals Association, Maine Education Association, and

Maine Association for Directors of Special Education to provide professional development for their members

- o Providing workshops for faculty members from the University of Maine at Farmington, as well as through the Literacy Faculty Group meetings held quarterly with members of the literacy faculty from Maine's colleges and universities that have teacher preparation programs.
- o Embedding CCSS for ELA implementation content in the 2011-12 Literacy Leaders Network series.

- **Development and presentation of CCSS for ELA Webinar Series focused on the ELA Shifts and Strands.** The ELA content specialists developed a series of webinars related to literacy strands and shifts required by the CCSS for ELA that were provided throughout the 2011-12 school year. Each webinar has been archived and is posted on the ELA homepage for educators to access.
http://www.maine.gov/education/lres/ela/online_pd.html

- **Development of open education resources (OERs) to support understanding of the ELA strands and shifts in the CCSS for ELA**. During the 2011-12 school year, MDOE Content Specialists developed and posted an array of tools and resources for Maine educators related to the CCSS for ELA strands and shifts. Examples of these resources include:

  - o Tools for unpacking standards and for engaging in curriculum alignment, including comparative charts for reading and writing across disciplines at the 6-12 span
    http://www.maine.gov/education/lres/ela/ccss_modules.html

    Reading Standards 6-12 - Comparative Chart by Anchor

    Writing Standards 6-12 - Comparative Chart by Anchor

  - o Resources related to ELA Shifts in Practice, including specific resources for text complexity.
    http://www.maine.gov/education/lres/ela/ccss_modules.html
  - o Literacy Micro-courses that provide self-guided study of the foundational reading skills, vocabulary, and comprehension for educators across the K-5 span.
    http://www.maine.gov/education/lres/ela/lmc.html
  - o In partnership with the New England Comprehensive Center (NECC), the MDOE developed a tool to support K-12 educators in reviewing instructional materials for their alignment to the CCSS for ELA, and is currently developing a curriculum companion tool to assist K-12 educators with curriculum alignment to the CCSS for ELA.

- **Regular communications about the CCSS for ELA via the MDOE's ELA List Serv and *Literacy Links* newsletter.** MDOE ELA content specialists regularly post information about the Common Core State Standards for ELA on the ELA listserv,

through *Literacy Links*, and on the ELA homepage. Again in 2011-12, the *Literacy Links* series*,* sent monthly to approximately 1,500 Maine educators, detailed the strands of the CCSS for ELA and provided resources for learning more about each strand. Literacy Links Monthly Newsletters:
http://www.maine.gov/education/rf/newsletters/index.html

- **English Language Arts SCASS**. The ELA content specialists joined the CCSSO ELA SCASS to collaborate with 10 other states to support transition to CCSS. Implementation resources are developed by SCASS member states and shared across the states. In 2011-12, focus of the ELA SCASS was on text complexity tools and professional development resources which are now being used by MDOE ELA specialists as they work with Maine educators and are available on the MDOE ELA website.

- **Early Learning Guidelines Alignment.** During 2011-12, the ELA content specialists worked with the MDOE's early childhood learning specialists and a stakeholder group to begin the process of aligning Maine's early literacy guidelines for birth-5 with the CCSS for ELA. This work will continue into the 2012-13 school year and will include professional development components to support early childhood educators' understanding of the CCSS for ELA.

- **Smarter Balanced Assessment Consortium**. During 2011-12, the ELA content specialists began service on Smarter Balanced Assessment Consortium workgroups. One ELA specialist is serving on the Item and Performance Task workgroup, lending expertise to the development of the SBAC ELA item and task specifications and reviewing stimuli and items being developed. This work will inform support that will be provided to Maine school systems as they engage in curriculum alignment and transition to the SBAC system.   The other ELA content specialist is serving as a Teacher Involvement Coordinator for the MDOE. In this role, she is recruiting Maine educators to work on SBAC ELA item development and review, enabling Maine educators to become increasingly familiar with the SBAC system.

- **Maine Statewide Literacy Plan**. During 2011-12, the MDOE wrote and finalized its comprehensive, statewide literacy plan, *Literacy for ME*, which will guide the MDOE's literacy related work moving forward. Included in this plan are specific recommendations and components related to the CCSS standards and curriculum alignment for ELA, as well as instruction, assessment, and professional learning, including transition to CCSS. http://www.maine.gov/education/lres/ela/literacy/

- **Institutions of Higher Education**. MDOE ELA Content Specialists participated in a full day workshop with IHE to identify transition issues and needs. This day provided opportunity to educate IHE faculty and staff about the CCSS and to identify ways in which the MDOE can support IHE in making the transition to the CCSS.

- Week long training of DOE team with WIDA to understand CCSS and ELL

Phase 3
Implementing the CCSS for ELA: Standards, Curriculum, and Assessment
2012-13 and 2013-2014 School Years

The goals for this phase of the implementation plan include the following:

- Continue to provide ongoing professional development focused on the shifts required by the CCSS for ELA and on curriculum and instruction alignment
- Provide ongoing professional learning and resources to assist in transition to Smarter Balanced Assessment System
- *Insure school system capacity to finalize and implement local curricula aligned to CCSS for ELA and connected to Smarter Balanced Assessment System*

Activities to support this phase:

- **Presentation of regional and school system workshops for Maine educators and organizations to support understanding of the ELA shifts and curriculum alignment for the CCSS for ELA.** ELA content specialists continued to provide site-based, school district workshops and technical assistance as requested, as well as workshops and presentations for statewide organizations and institutions of higher education. These sessions included content from introductory sessions described above, but also extended to focus on assistance with the CCSS shifts for ELA, as well as the curriculum alignment and introduction to the Smarter Balanced Assessment system. Examples of workshops include:
  - o Partnering with the University of Southern Maine and the Maine Association of Special Education Directors to present a multi-day literacy institute focused on assisting Maine school systems in developing and refining CCSS for ELA implementation plans. The institute will support approximately 40 school systems (300 educators).
    http://www.maine.gov/education/lres/ela/professionaldevelopment.html#events

  - o Providing site-based, school district workshops and technical assistance as requested to support alignment and instruction needs related to CCSS for ELA implementation.

  - o Providing a Cross Discipline Literacy Network to support K-12 educators with professional learning opportunities via face-to-face regional networking sessions and a literacy strand webinar series.   Webinars will focus on the CCSS ELA Shifts as well as the literacy standards across the disciplines. MDOE ELA content specialists will lead this work in partnership with content specialists from other disciplines, such as math, social studies, science, and visual and performing arts. Content specialists will work collaboratively with Maine educators who have content and literacy expertise to develop the webinars and face-to-face content for the network. This will result in building capacity in regional locations by training trainers who can then train other educators in their regions. The network is projected to serve approximately 800 Maine educators.

- o Developing and hosting additional institute opportunities to address CCSS for ELA implementation needs.

- o Partnering with professional organizations to expand access to training and technical assistance

- **Development and presentation of a CCSS for ELA Webinar Series focused on the ELA Shifts, Curriculum Alignment, and Smarter Balanced Assessment Considerations.** The ELA content specialists will develop a series of webinars related to ELA shifts, curriculum alignment, and the Smarter Balanced Assessment system that will be delivered during the 2012-13 and 2013-14 school years. Webinars will be archived and posted on the ELA homepage for educators to access.

- **Continue development of open education resources (OERs) to support understanding of the ELA shifts in the CCSS, curriculum alignment, and instructional alignment**. During the 2012-13 and 2013-14 school years, MDOE Content Specialists will continue to develop and post an array of tools and resources for Maine educators to use related to CCSS for ELA shifts, alignment, instruction, and assessment. Additionally, the ELA content specialists will expand digital resources through the Maine Laptop Technology Initiative and other partnerships including SBAC, SCASS, ASCELA, NCTE, and others.

- **Regular communications about the CCSS for ELA via the MDOE's ELA List Serv and *Literacy Links* newsletter.** MDOE ELA content specialists will continue to regularly post information about the Common Core State Standards for ELA on the ELA listserv, through *Literacy Links*, and on the ELA homepage. In 2012-13, the *Literacy Links* series, sent monthly to approximately 1,500 Maine educators, will focus on the ELA shifts and feature specific tools for curriculum alignment.

- **English Language Arts SCASS**. The ELA content specialists will continue their work in the CCSSO ELA SCASS to develop implementation resources for the CCSS for ELA.

- **Smarter Balanced Assessment Consortium**. During 2012-14, the ELA content specialists will continue working on the development of the Smarter Balanced Assessment system in partnership with other SBAC state consultants and will continue to involve Maine educators in item authoring and review opportunities. Additionally, work will commence through workshops, webinars, and resource development to support educator understanding of the SBAC system and its connection to instruction.

- **Maine Statewide Literacy Plan**. During 2012-13, the MDOE will begin implementation of its comprehensive, statewide literacy plan, *Literacy for ME*. Several initial implementation components include the development of an electronic toolkit to guide local comprehensive literacy planning that will include resources related to the CCSS for ELA, instruction, assessment, and professional learning. Additionally, a series of

regional meetings will be held to support local comprehensive planning efforts and these sessions for provide opportunities to connect educators to CCSS for ELA resources via the electronic toolkit, and to emphasize the role of the CCSS for support high levels of literacy achievement through collaborative efforts across the birth-adult span.

- **Institutions of Higher Education**. MDOE ELA Content Specialists will partner with IHE to assist with the revision of pre-service teacher training programs to insure alignment with the CCSS for ELA.

Common Core State Standards in Mathematics

Awareness:

During the 2010-2011 school year MDOE held various workshops across the state, hosted by districts, regional curriculum groups, and higher education, to inform the field of the new standards and where to find information and support. A webpage for mathematics information was developed and located at: http://maine.gov/education/lres/math/standards.html

The mathematics specialists also presented at various regional superintendent meetings and CTE director meetings across the state.

Transition:

MDOE in collaboration with the Association of Teachers of Mathematics in Maine (ATOMIM) offered a series of Dine and Discuss Sessions focusing on developing a deep understanding of the 8 Mathematical Practices in the 2010-2011 school year. During the 2011-2012 school year the Dine and Discuss Sessions target two audiences, elementary with a focus on algebraic thinking and the common core standards, and high school with a focus on reasoning and sense making and the common core standards.

Implementation:

A webinar series was also created and delivered to address alignment and implementation. These webinars and resource materials are posted at the following site for the field to access: http://maine.gov/education/lres/math/ccss_pd.html

Presentations by DOE at the annual ATOMIM conference were focused on implementation of the CCSS using the critical focus areas and also aligning tasks to the mathematical practice, mathematical content and content literacy standards.

Ongoing PD:

During the 2012-2013 school year, DOE and ATOMIM will again be offering Dine and Discuss sessions across the state focusing on the Common Core standards. This year we will be looking at sample tasks from SBAC and the Illustrative Mathematics Project to help inform changes in instructional practices. A second topic of Dine and Discuss sessions will be to look to the NCSM support materials around the 8 Mathematical Practices and how they can be used in classrooms to help support student/teacher understanding.

MDOE mathematics specialists and MDOE MLTI will collaboratively provide full day PD sessions across the state looking at sample tasks and use of technology to support student learning and

understanding addressing content, pedagogy and technology knowledge. The sessions will be provided for the elementary, middle school, and high school level.

As with all PD, the materials used during the sessions provided will be posted on the department webpage.

Common Core State Standards Noteshare Notebooks:

There are 4 interactive notebooks organized by grade spans K-2, 3-5, 6-8, and High School. Contained in each of these interactive notebooks are professional development support materials for teachers to aid in the understanding and implementation of the Common Core State Standards for Mathematics.
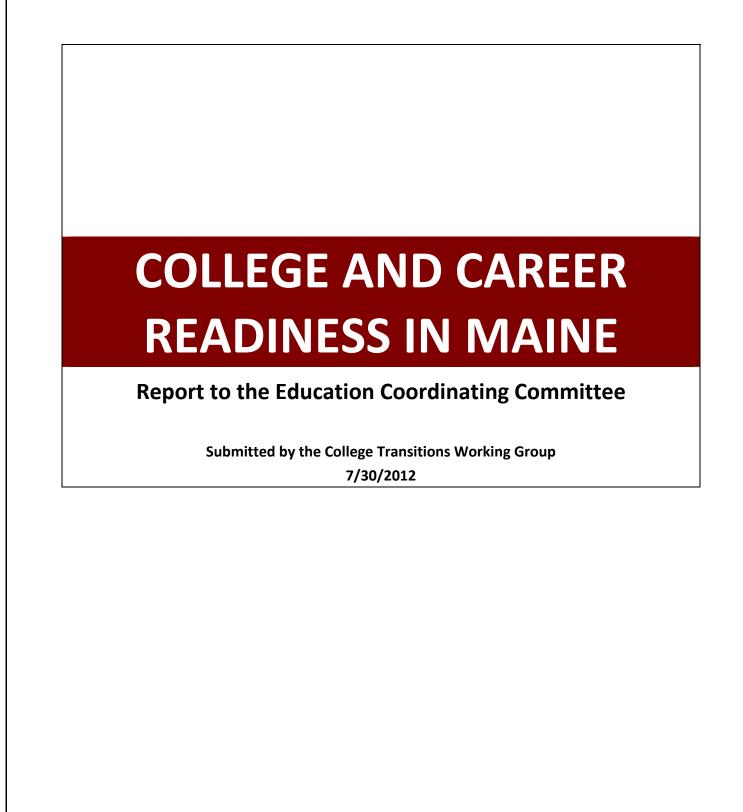
As a classroom teacher, time is limited for searching out support materials to gain a deep understanding of the new standards and how to align these to current classroom practices and curriculum. These notebooks have embedded links to resources in the appropriate place within the standards document. As teachers read through the document they have all the links to resources, webinars, and hands-on activities for supporting the transition to and implementation of the Common Core State Standards for Mathematics.

There will be a series of webinars/PD sessions to inform teachers of this resource and how to best use the resource in their work at their district/classroom level. All PD opportunities will encourage all teachers of mathematics, Special Education and ELL, to attend and participate. These notebooks will be posted on the DOE website in two versions – one for Mac users and one for non-Mac users.

Appendix III

College and Career Readiness in Maine:
Report to the Education Coordinating Committee

Submitted by the College Transitions Working Group, July 30, 2012

COLLEGE AND CAREER READINESS IN MAINE

Report to the Education Coordinating Committee

Submitted by the College Transitions Working Group
7/30/2012

A report of findings concerning and recommendations for improving college and career readiness in the State of Maine

FOREWORD

Origin of the Education Coordinating Committee

Authorized under Title 20-A: Education, Part 1, Chapter 1, General Provisions, §9. The Education Coordinating Committee was established to promote efficiency, cooperative effort and strategic planning between the Department of Education, the State Board of Education, the University of Maine System, the Maine Community College System and the Maine Maritime Academy. The Committee consists of the Commissioner of Education, the Chair of the State Board of Education, the Chancellor of the University of Maine System, the Chair of the Board of Trustees of the University of Maine System, the President of the Maine Community College System, the Chair of the Board of Trustees of the Maine Community College System, the President of the Maine Maritime Academy and the Chair of the Board of Trustees of the Maine Maritime Academy.

The Committee meets at least twice a year. The Committee elects a chair from among its members who serves at the will of the Committee. The Committee reports on its deliberations and any recommendations to the Governor and the joint standing committee of the Legislature having jurisdiction over education matters by February 15th each year.

Establishment of the College Transitions Working Group

During the March 13, 2012, meeting of the Education Coordinating Committee the College Transition Working Group was established and consists of the three representatives appointed by the Chancellor of the University of Maine System; three representatives appointed by the President of the Maine Community College System; three representatives appointed by the President of the Maine Maritime Academy; and three representatives appointed by the Commissioner of the Maine Department of Education. The College Transitions Working Group is chaired by one of the Group's representatives.

The College Transitions Working Group was charged with examining and reporting upon the status of college and career readiness in Maine and with the development of recommendations reflective of its findings. This report, *College Readiness in Maine*, is the product of the College Transitions Working Group research and findings since receiving its charge in mid-March 2012.

July 30, 2012

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The College Transitions Working Group has been comprised of the following members:

Maine Community College System

Dr. Scott Knapp
President
Central Maine Community College
Auburn

Dr. Mark L. Harmon
Assistant Academic Dean
Off-Campus Programs
Fairfield

Bill Cassidy
President Emeritus
Washington County Community College
Calais

Maine Maritime Academy

Dr. Joceline Boucher
Associate Academic Dean
Maine Maritime Academy
Castine

Dr. Paul Wlodkowski
Associate Professor
Marine System Engineering
Maine Maritime Academy
Castine

Jeff Wright
Director of Admissions
Maine Maritime Academy
Castine

University of Maine System

Rosa Redonett
Chief Student Affairs Officer
University of Maine System
Bangor

Dr. Kathy Yardley
Associate Provost and Dean of Education
University of Maine at Farmington
Farmington

Jonathan Henry
Vice President for Enrollment Management
University of Maine at Augusta
Augusta

Maine Department of Education

Gail Senese
State Adult Education Director
Maine Department of Education
Augusta

Nigel Norton
Consultant
Career and Technical Education
Maine Department of Education
Augusta

Harry W. Osgood
College Transitions Working Group, Chair
Higher Education Specialist
Maine Department of Education
Augusta

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INTRODUCTION

Charge to the College Transitions Working Group

Conceptually, the College Transitions Working Group was charged with finding ways to more fully align the academic programs of Maine's K-12 and higher education systems. Toward that end the Group was assigned the following tasks: 1) to undertake an analysis of current definitions of college readiness as established by Maine's public higher education institutions; 2) to catalog and assess current efforts that are underway to more carefully define and align college readiness statewide; and 3) to identify for the Committee where needs might exist for additional efforts in this area. Each of these tasks were further specified as follows:

Determining College Readiness

1) **To undertake an analysis of current definitions of college readiness as established by Maine's public higher education institutions . . . specifically:**
   - By what methodology does each of the colleges of the state's public higher education system determine college readiness?
   - What are the assessment tools and cut scores that each college uses to indicate whether a student will require remedial coursework?
   - In determining college readiness, do the colleges differentiate between the basic skills and knowledge students need in order to be *prepared* for college and the skills and knowledge they need to be *successful* in college? If so, what other indicators or cut scores do colleges use to determine this?

Collaboration on College Readiness

2) **To catalog and assess current efforts that are underway to more carefully define and align college readiness statewide . . . specifically:**
   - What efforts are currently underway at the higher education level to align college readiness expectations within and among the state's public higher education institutions?
   - What efforts are underway already, if any, to collaborate with K-12 policymakers and institutions in the development and sharing of college readiness expectations?
   - To what extent are institutions in Maine involved in national efforts to define college readiness, including the implementation of the Common Core State Standards and the development of the SMARTER Balanced common assessment system?. . . and

The Need for College Readiness

3) **To identify for the Committee where needs might exist for additional efforts in this area.**
   - What does the college readiness data collected by the colleges indicate about how prepared the typical student is for college-level work?
   - What are the trends in the levels of college readiness exhibited by students applying to the colleges?

Recommendations

   - As thorough preparation for postsecondary learning is critical to the success of postsecondary students, what recommendations would the work group make with regard to the findings of its research?

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Tasks Undertaken by the College Transitions Working Group

- **Determining College and Career Readiness in Maine**

The conduct of an analysis of current definitions of college readiness as, established by Maine's public higher education institutions, was conducted by members of the College Transitions Working Group (the Group) by securing responses to questions from key staff members within each of their respective systems. Responses to the six (6) first task questions from each of Maine's postsecondary sectors were then compiled for comparisons and reviewed by the Group. The composite of per campus responses appears as **Appendix I**.

- **Defining College and Career Readiness**

The Group reviewed a number of definitions of college and career readiness as employed or advocated by a number of national entities. An overview of those definitions may be found in the **Appendix II** of this report. In the final analysis, however, the following definition developed by ACT, in 2008, was found to represent the clearest and most useful definition, and is the definition recommended by the Group:

"College Readiness is the level of achievement a student needs to enroll and succeed—without remediation—in credit-bearing first-year postsecondary courses. And by postsecondary we mean primarily two-year or four-year institutions, trade schools, and technical schools. Today, however, workplace readiness demands the same level of knowledge and skills as college readiness". **(ACT 2008)**

With regard to workplace or career readiness, the Group recognized that there are additional skills, knowledge and abilities needed to be successful. However, the Group did not feel that it was the appropriate entity to make further recommendations in this regard as it lacked representation and input from employers.

The Group reviewed the current status within Maine, best practices from across the country and explored efforts already underway in Maine which connect to college readiness. **Appendix III (**Limitations of the Current System**); Appendix IV (**Maine by the Numbers**); Appendix V (**The Forgotten Middle**); Appendix VI (**ACHIEVE REPORT – *Closing the Achievement Gap***); Appendix VII (**Summary of Findings – National Survey of the Nation's School Counselors – 2011**); and Appendix VIII (1** Kentucky Governor's Proclamation **and 2** Resolution Supporting the Role of Postsecondary Education in Improving College and Career Readiness by Kentucky's College and University Presidents**)** are reflective of the related documentation that the Group examined and took into consideration. In the end the following recommendations are the product of the College Transitions Working Group's deliberations.

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RECOMMENDATIONS

Testing/Placement:

1) **Charge the UMS and MCCS with exploring the possibility of aligning ACUPLACER scores such that common cutoff scores would indicate that a student is college ready**; and, if appropriate, commit to implementing this policy. The need for greater consistency and collaboration is clearly apparent in the **Appendix I** response data.

2) **Charge the UMS and MCCS with developing a common understanding of what SAT scores equate to with the cutoff scores** as related in **Appendix I, Tables 1-4**. It is understood that some institutions may have higher benchmarks for specified majors, and that achievement of the benchmark score does not indicate that a student will be automatically admitted.

3) **Charge Maine's high schools with the task of administering the ACUPLACER exam, no later than the sophomore year**. This would serve as both a valuable diagnostic tool as well as an aid for advising students for coursework to take in their junior/senior years in order to become college ready. (This could also serve as an affirmation of efforts made through implementation of recommendation 6).

Redirection of Elementary, Middle School and High School Counseling Services:

4) **Make College and Career Readiness the central focus of school counseling services.**

5) **Develop and aggressively advocate policies aimed at freeing middle and high school counselors from non-counseling tasks and responsibilities so that they can redirect their much needed time, effort and energy to effectively advise students concerning their college and career options**. **Appendix VII** shows that eight in 10 of the nation's school counselors agree that college and career readiness should be a school's top mission; yet only 30% of all school counselors, and only 19% of those in high-poverty schools, experience this mission reality.

6) **Actively support the development and implementation of college and career readiness programming beginning at the middle school (5th through 8th grade) levels. Focus K-8 standards on the academic and interpersonal knowledge, skills and abilities that are essential for college and career readiness – and, make these non-negotiable for all students**. A recent study conducted by ACT, entitled *The Forgotten Middle, Ensuring that All Students are on Target For College and Career Readiness Before High School* makes the case that college and career readiness can be predicted as early as 8th grade. More details regarding the findings from this study may be found in **Appendix V**.

7) **Embed the topic and significance of counseling about college and career readiness into both counselor and teacher education** offered by Maine's State approved educator preparation programs.

8) **Develop foundational links to college and career readiness knowledge, skills and abilities within the Common Core State Standards (CCSS)** that are being implemented at this time**.**

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9) **Focus on Early College participation** (ex. require a minimum of six (6) college level credits as part of Maine's high school diploma requirements).

10) **Create "Re-Start Programs"** aimed at bringing drop-outs back into the college and career preparation domain.

11) **Create "Second Chance Programs"** in collaboration with the Department of Labor, Maine's Adult Education programs and participating employers aimed at college and career preparation completions.

Adult Students and College Readiness:

12) **Significantly increase the number of non-traditional students transitioning directly into college level programs**. The strategies to accomplish this need to be actively explored and ought to include the following: 1) co-enrollment in post-secondary and adult education courses; 2) expansion of eligibility for the Aspirations Tuition Waiver program; and expanding the offering of online courses at adult education sites where adult educators could provide academic support services as needed.

Career Readiness:

13) **Develop a two-day Institute to include selected large, medium, and small companies from around the state,** particularly those that have been identified as being the best places to work in Maine. Human Resources personnel or mid-level managers might be best suited for this process. At this institute, workshops would be conducted **to identify the key skills and assets that are critical for those newly entering a career/job market, either recent college graduates or those completing some other form of post-secondary training**. Although this "skills, traits, or assets" list might also be researched and developed from online sources, the validity of such an exercise warrants going through this process by the stakeholders.

14) As an outcome of the Institute, **develop recommendations to the Governor, to the Legislature, to the Department of Education and other appropriate constituencies on the need to offer career training for all PK-12 students** to prepare them for post-secondary pathways beyond traditional academics.

15) In light of adoption of the Common Core State Standards, **revisit the career and college preparation learning results, , to determine how to more effectively embed these strategies within the curriculum at the middle school through high school levels.**

Content Alignment:

16) **Actively encourage ongoing dialogues among and between high school and college discipline-based faculty to review existing content parameters and to determine college readiness standards similar to what the Composition Coalition has achieved within the English/Language Arts**. This needs to be done to ensure alignment with the Common Core State Standards, as

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well as with subsequent alignments with preparedness expectations of the higher education community.

Data and Research:

17) **Support the uses of data and research to inform changes in policy and to implement and assess improvements** (such as the research being done by MEPRE and CEPARE[1] for the Legislature, the Department of Education and other public entities).

Energize Commitment and Support for College and Career Readiness Initiatives:

18) **Request that Governor LePage proclaim an appropriate month in the fall of 2012 or early winter of 2013 as College and Career Readiness Month** to make it known that the State's commitment to college and career readiness is for all of Maine's students (see **Appendix VIII-1** for a sample proclamation made recently by Kentucky's governor Beshear).

19) **Ask Maine's college and university presidents to formally make public a similar resolve, preferably coincident with the Governor's proclamation,** supporting the role of postsecondary education in improving college and career readiness (see **Appendix VIII-2** for a sample resolution made recently by Kentucky's college and university presidents).

20) **Place high and on-going value on college and career initiatives at all levels across the state.** Highlight and celebrate successful initiatives.

21) **Actively support the work being done to implement the Common Core State Standards (CCSS); to implement the Standards Based Graduation requirements; and the work of the Smarter Balanced assessment system that is due to be implemented during the 2014-2015 school year.** A Summit was held on the University of Maine campus, April 26, 2012, that included higher education officials and faculty; K-12 educators; faculty and administration from Maine's public and private educator preparation programs; and an array of interested others. The goal was to initiate a coordinated dialogue encompassing all of the pending changes underway with K-12 education and to begin to understand their affects upon the Maine's PK-20 system of learning. We enthusiastically support and recommend ongoing and active involvement of Maine's higher education community in the actualization of this critically important work.

22) A**s this important work is implemented**, the Group anticipates that the achievement of college readiness will emerge, as a key result from the Smarter Balanced assessment component. At that point in time, **the Working Group recommends that Maine's higher education community explore the feasibility of replacing current testing/placement protocols with the outcomes of this work**.

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[1] **MEPRE = Maine Educational Policy Research Institute at UM; CEPARE=Center for Educational Policy, Applied Research and Evaluation at USM**

23) **Support the work of the Early College Task Force in expanding dual enrollment opportunities in Maine**. Such opportunities are critical to the development of college and career aspirations and readiness within Maine. **The Group looks forward to the delineation of policy changes, practices and funding patterns in support of both current and future initiatives related to this effort**.

24) Finally, **the Group supports the work of the Governor's STEM Council and its various initiatives aimed at improving STEM education within the state and at aligning STEM education with the common core state science standards.**

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APPENDIX I

Guiding Questions and Responses – College Transition Working Group

TOPIC I: **Determining College Readiness**   For: April 5, 2012 Meeting
                                                                                                                                    UMS Offices – Bangor
                                                                                                                            From: Harry Osgood – Group Chair

- **By what methodology does each of the colleges of the state's public higher education system determine college readiness?***

*See Tables I, II, and III for current practices used by Maine's public colleges and universities in making admissions decisions.
See Table IV – Comparisons of Test Scores – First-Time, First-Year Students Applying at Bachelors Level to Maine's Public Colleges and Universities that Require SAT/ACT as Part of the Admissions Process

Maine Community College System (MCCS)

CMCC-We rely on the application of Accuplacer placement recommendations. We try to take a holistic   approach and look at SAT scores and the HS student record if available.

EMCC-AT this point, college readiness is judged primarily by Accuplacer Scores.

KVCC-At this time, college readiness is defined by the Accuplacer cut-off scores that are standardized across all 7 community colleges. We also use the SAT from time to time.

NMCC-The admission decision (defer, conditional accept or accept) rests on their professional review of all information available and whether or not the individual has demonstrated the ability to complete the program (with or without specific interventions such as the completion of remedial classes).

SMCC-We use the Accuplacer and other standardized tests, e.g. SAT, ACT, to determine preparedness for college-level work.

WCCC-We use the Accuplacer. May also discuss high school transcripts and senior year progress with guidance officer.

YCCC-We use Accuplacer scores and refer to Adult ED those students who test below our college cut off scores for our remedial classes.

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Maine Maritime Academy (MMA)

General:

MMA's Admissions evaluates college readiness by means of:

- high school course completion at a satisfactory level (generally B or above;

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- four years of English;
- four years of college prep math;
- two years of lab science);
- by recommendation letter, and
- by results from either the SAT or ACT tests.

Only one MMA program, Marine Systems Engineering, has additional requirements (see below).

Marine Systems Engineering Program:

Engineering department evaluation of the following criteria:

- four years of high school English;
- some foreign language instruction; and the
- maximum level of science and mathematics courses offered - which usually includes a year of chemistry, a year of biology, and a year of physics. Most students entering this program have also taken a year of calculus.

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University of Maine System (UMS)

Admission decisions at all seven institutions are based on a holistic evaluation of the student and his/her credentials.

In general, the following are reviewed:

- high school GPA, class rank (when available) and SAT (or ACT) score (if provided).
- The rigor of a student's academic program is considered (which can include honors, AP, additional math).
- A student's essay, involvement in extracurricular activities and recommendations all factor into the decision.
- Specific majors may require additional college-preparation coursework above and beyond the basic requirements listed below
- Generally, no set SAT score is indicated but is included in the total review of the student; SATs are not required at UMA, UMFK and UMF (but students are encouraged to submit these)

General Academic Requirements:

UM

English	4 units
Algebra 1 & 2	2 units
Geometry	1 year
History/Social Science	2 units
Lab science	1-2 units depending on the major
Foreign Language	2 units (required in all colleges except the BS in Natural Science/Agriculture and Engineering Technology)

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Computer Science	1 year *strongly recommended*
Fine Arts	1 year *strongly recommended*

UMA

Adheres to the basic guidelines articulated by the UMS CAOs listed below

UMF

English	4 units
Algebra 1 & 2	2 units
Geography /Integrated Math	1 year
Sciences	3 units
Social Studies	3 units
Foreign Language	2 units

UMFK

English	4 units
Algebra 1 & 2	2 units
Geometry	1 year
Social Science	2 units
Lab science	2 units
Foreign Language	2 units *recommended*

UMM

English	4 units
Math (Alg 1/2/Geometry)	3 units
Lab Science	2 units
Social science/history	2 units
Computer Science	1 year *strongly recommended*
Fine Arts or Foreign Language	2 units *strongly recommended*

UMPI

English	4 units
Math (Alg 1/2/Geometry)	3 units
Lab Science	2 units
Social Studies	3 units
Foreign Language	2 units

USM

English	4 units
Math (Alg 1/2/Geometry)	3 units
Lab Science	2 units
History/Social Science	2 units

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Additional guidance within USM requirements (related to college success) <u>***Highly***</u>
<u>***Recommended College Preparatory Courses***</u> **-** While minimal admission requirements are listed as:

- 4 units English;
- 3 units of mathematics (Algebra I and II and Geometry);
- 2 units of laboratory science; and
- 2 units of history/social studies;
- an optimal college preparatory course of study extends beyond these minimum requirements.

Students who do best in college and graduate on time have the following high school course of study:

- Four units of English in courses that present a variety of readings (fiction, non-fiction, essays, memoirs, journalism) and emphasize expository and analytic writing about texts.

- At least three units of laboratory science that include the study of biology, chemistry, and physics, offered as separate courses or as an integrated core. Science courses should include writing technical reports and quantitative representations and analyses of data as well as the traditional course content.

- Four units of math that include Algebra I and II and Geometry; plus a college preparatory math course during the senior year.

- Three units of history and social science that include reading primary as well as secondary texts; writing analytic and expository essays; and using quantitative social science data, in addition to the traditional course content.

- Two units of study of one language other than English.

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- **What are the assessment tools and cut scores that each college uses to indicate whether a student will require remedial coursework?***

  *See Tables I, II, and III for current practices used by Maine's public colleges and universities in making admissions decisions.
  See Table IV – Comparisons of Test Scores – First-Time, First-Year Students Applying at Bachelors Level to Maine's Public Colleges and Universities that Require SAT/ACT as Part of the Admissions Process

Maine Community College System (MCCS)

All seven (7) community colleges use common Accuplacer cut-scores as follows:

- **Algebra -75** (entrance into college level algebra)

- **Reading-68**

- **Sentence/Writing-74** (entrance into college level composition)

All 7 Community Colleges also use the Write Placer with a cut score of 6

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In addition to Accuplacer, Maine community colleges use other standardized instruments as follows:

CMCC-directed us to their online catalogue for other cut-off scores. ["All accepted students . . . have to submit one or more of the following: Official Scholastic Aptitude Test (SAT I) scores meeting College requirements (480 or better). . . ; *or* Central Maine Community College Accuplacer Placement Assessment in reading, writing, math and algebra or English as a Second Language (ESL); o*r* Prior success (grade C or better) in a college level English and/or math course at a 100 level or above, taken at an accredited institution. . . . Applicants who do not have SAT scores of 480 or better or have not completed college level course work in English and Mathematics with a grade of C or better at an accredited institution are required to complete placement tests in reading, writing, math, and basic algebra or ESL, math and basic algebra".]

EMCC-did not indicate the use of other instruments

KVCC- SAT- 500 cut for all scales in lieu of Accuplacer

NMCC-none mentioned

SMCC-SAT of 350 places someone in remedial Intro to Algebra, SAT of 430 in Verbal places students into developmental English services (College Reading and Basic Writing II). If a student's ACT or SAT do not qualify him/her for college-level work, we ask that they take the Accuplacer for placement purposes.

WCCC-not requiring or using other instruments

YCCC-SAT (Math 525, English 550)

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Maine Maritime Academy (MMA)

- The Academy offers only one course sequence that includes remedial work; this is a two semester pre-Calculus course (for which credit is not awarded for the remedial portion).

- The Admissions director and a mathematics professor individually review each newly matriculated student for math placement. They do not use a cut score; instead they look at the entire application package.
- Students deemed by the Admissions director to have an insufficient background in English are provisionally accepted to the college pending successful completion of a college-level composition course.

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University of Maine System (UMS)

- **UMS DEVELOPMENTAL ENGLISH**

	UM	UMA	UMF	UMFK	UMM	UMPI	USM ENG 104
Accuplacer		$54 \leq SS \leq 80$	Writeplacer ≤ 5	$65 \geq SS \leq 73$	SS <80 or R < 50	Writeplacer <5 or R $\geq$ 67	
SAT							< 520

- **UMS COLLEGE WRITING**

	UM	UMA	UMF	UMFK	UMM	UMPI	USM
Accuplacer		REA ≥ 72 and $80 \leq SS \leq 111$	Writeplacer $\geq$ 6	**ENG 100** SS $\geq$ 74 **ENG 100 w/Lab** SS 66-73	SS $\geq$ 80 and R$\geq$ 50	Writeplacer $\geq$ 5 & Rea $\geq$ 67	
SAT		$\geq$530	$\geq$490	**ENG 100** 500	500 Writing	Crit Reading $\geq$ 500	$\geq$ 520
AP		ENG Lang/Comp or ENG Lit/Comp 3 = 3 cr (101), 4 = 3 cr (101 or 102), 5 = 6 cr (101 and 102)	$\geq$3	3	3	3	
CLEP		50	N/A	50	50	50	

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	UM	UMA	UMF	UMFK	UMM	UMPI	USM
Accuplacer		**MAT 009** $37 \leq$ AR $\leq$ 65 or AL > 27;	**MAT 010** <65	**ASP 070** AR$\leq$36	**MAT 009** AR < 50 or (AR $\leq$65 & AL<60)	**MAT 17** AL<60	**MAT 9** AR<60 & AL<60
		MAT 030 AR > 65 and 27< AL $\leq$ 54	**MAT 011** 65-90	**ASP 110** AR<60	**MAT 012** AR $\geq$65 & AL<60		

*Note: **UM has its own test to determine placement.**

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> • **In determining college readiness, do the colleges differentiate between the basic skills and knowledge students need in order to be *prepared* for college and the skills and knowledge they need to be *successful* in college? If so, what other indicators or cut scores do colleges use to determine this?**

Maine Community College System (MCCS)

CMCC-We do not. I would imagine the variables associated with determining skills needed to be successful are huge.

EMCC-We do not draw that distinction.

KVCC-This is not formally assessed with any sort of standardized instrument for all students. LASSI is used in the TRiO program. Currently, KVCC assesses the needs for and provides childcare and transportation subsidies; screens for online readiness; provides "first year" seminars for all students that prepares them for college life; and focuses on potential careers, and helps prepare them for entrance exams into Nursing or Allied Health Programs (Hobet and PaxRN). Recently received a Title III grant for retention in the AA in Liberal Studies program.

NMCC-We do not have a campus-wide first year seminar.

SMCC-We do not, but, if anyone develops a maturity test we might consider it.

WCCC-We have defined core competencies for graduation but we have yet defined a means of measurement of the competencies. In TRiO, we use LASSI to assess preparation and attitude to measure readiness, compares on national basis.

YCCC- None, we are open access.

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Maine Maritime Academy (MMA)

General admissions:

The Academy does not assess preparation for college and potential for success differently, but does look at a student's entire application package. Someone with insufficient preparation for college (as assessed perhaps by a combination of grades and standardized test scores) but whose recommendations or interviews suggest a good probability for success, might be encouraged to apply again upon successful completion of a semester at a community college.

Marine Systems Engineering (MSE) Program:

Applications are scrutinized by both the Director of Admissions as well as the MSE Program Coordinator. To be successful in this particular major, one needs to have completed the aforementioned prerequisites in high school. Furthermore, an SAT mathematics score of 600 or higher is used as one benchmark in determining success.

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University of Maine System (UMS)

Statement on College Readiness by the Chief Academic Officers, University of Maine System

While the seven campuses of the University of Maine System have different criteria for admission and placement, they all share a common understanding of what comprises an optimal, college-ready high school transcript. Students who succeed in college and graduate on time usually have the following high school preparation in the core academic areas:

- Four units of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.

- Four units of math courses that include at least Algebra 1 and 2, and Geometry, taken as separate courses or as an integrated sequence of courses, and a 12th-grade college-preparatory math course that provides a solid foundation in quantitative and algebraic reasoning. For those students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended.

- At least three units of laboratory science--offered as either separate courses or as integrated core classes--that include the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports and the quantitative representations and analyses of data.
- At least three units of history and social science in courses that emphasize the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.

- At least two units of study in a language other than English.

Additional Statements on College Readiness and Success

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From USM – Expected Results of a University Education:

Consistent with the educational mission of a comprehensive university, it is the aspiration of the faculty at the University of Southern Maine that students achieve the following results from their investments in higher education:

- They should possess the knowledge and skills necessary to enter the work force or be admitted to graduate or professional school. Graduates of the University of Southern Maine should also possess the attributes and skills that lead to rich and fulfilling lives.
- They should be intelligent readers of their own culture and be able to use analysis and historical context to interpret cultural practices, artifacts, and documents of various kinds.
- They should appreciate the many ways of knowing, including the arts, the humanities, and the natural, applied, and social sciences; they should be aware of how these disciplines help define and shape the world; and they should understand the joy and wonder that can arise from rigorous inquiry leading to fresh discoveries and modes of expression in these fields.
- They should be able to appreciate basic ecological and physical processes, how their lives are affected by environmental trends and characteristics, and how each of us shares in the responsibility for sustaining the life forces, cycles, and processes upon which all life depends.
- They should understand the nature of at-risk behaviors and be able to make informed decisions about their own well-being.
- They should be able to communicate effectively, both orally and in writing, think critically and creatively, and use effectively both information technology and the skills of quantitative decision making.
- They should know how to work in teams, take responsibility, exercise leadership, and manage resources effectively.
- They should be aware of the world's complexities beyond their own set of experiences and assumptions, have an appreciation for other peoples' values and customs, and think effectively about ethical and social issues.
- They should have the capacity for self-education so they can enjoy a lifetime of continuous learning.

From UMS Website:

Statement on mathematics preparation: **http://www.maine.edu/pdf/mathuniversitybooklet.pdf**

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TOPIC II: Collaboration on College Readiness

> - **What efforts are currently underway at the higher education level to align college readiness expectations within and among the state's public higher education institutions?**

Maine Community College System (MCCS)

MCCS-all 7 community colleges are aligned with Accuplacer cut scores
MCCS-recently completed an MOU with MMA to formulate a well-defined remediation and first year
        college work plan that, if successfully completed, will guarantee acceptance at MMA.

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In addition, these comments were received:

CMCC -There is a joint work group involving both systems looking into improved transferability of key courses. I imagine an outgrowth of that effort would lead to a conversation of readiness expectations.

EMCC-Common Core State Standards and Smarter Balanced initiative.

KVCC- Common Core State Standards and Smarter Balanced initiative.

NMCC-No answer.

SMCC-Common Core State Standards and Smarter Balanced initiative.

WCCC-We are having limited discussions with UMM.

YCCC- There is a system to system task force working on this and meetings are scheduled for faculty and the Academic Deans from both systems in Math and English this spring.

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Maine Maritime Academy (MMA)

The Governor's newly formed STEM Council, which includes a representative from MMA.

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University of Maine System (UMS)

- Formation of the College Transition Workgroup

- Work of the Joint UMS/MCCS Taskforce on Transfer – report due in April 2012

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- **What efforts are underway already, if any, to collaborate with K-12 policymakers and institutions in the development and sharing of college readiness expectations?**

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Maine Community College System (MCCS)

CMCC-I do not know.

EMCC-During this past year, EMCC has hosted a VISTA volunteer who has been working with rural high schools in our service area to help students understand the college application process and to prepare for the Accuplacer exams.

KVCC-We share with HS guidance and Adult ED all of our admissions sheets that clearly spell out admissions requirements into our various programs. We have an annual Guidance Counselor Breakfast and offer dual enrollment courses on 26 high school campuses in our service area. We also allow juniors and seniors the option to take general education courses on our campus each semester.

NMCC-No answer.

SMCC-Locally, we have held round-table discussions with area high school administrators to discuss college readiness; we communicate with 9-12 institutions via visits to their campuses and invitations to ours; we hold Careers of the 21st Century, which invites high school students and educators to campus with a focus on non-traditional roles and appropriate preparation for entry to college; we hold an annual Educators Luncheon where we collaborate with 9-12 guidance counselors around articulation.

WCCC-Collaborating with JMG in Washington County. All sophomores and juniors are taking the Accuplacer. We communicate with high school counselors through Doweast Counseling Assocaiton; we offer dual enrollment which requires outlining expectations to faculty at high schools; we host high school visits that include students and faculty; we host technical center open house which has expectations on readiness. We have significant faculty to faculty conversation to determine where there are gaps between our Institutions. We have a dual enrollment program and we partner with our local high schools to administer the Accuplacer.

YMCC-N/A

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Maine Maritime Academy (MMA)

- The Common Core Science Standards.

- Prof. Paul Wlodkowski of our institution recently contributed to the definition of the next generation science standards as part of a Leadership team assembled by Anita Bernhardt at the Maine Department of Education.

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University of Maine System (UMS)

- Formation of the College Transition Workgroup
- Work of the College Readiness Partnership
- Working with DOE and CEPARE on a study of college readiness
- Reporting expectations related to LD 1645 (if passed)

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> - **To what extent are institutions in Maine involved in national efforts to define college readiness, including the implementation of the Common Core State Standards and the development of the SMARTER Balanced common assessment system?**

Maine Community College System (MCCS)

CMCC-I do not know.

EMCC-??

KVCC- The university system is a huge player in this endeavor.

NMCC-No answer.

SMCC-There is a state wide Common Core Standards and Smarter Balanced initiative in which the community colleges participate. The President of SMCC is the representative.

WCCC-We do not use the SMARTER assessment system.

YCCC-N/A

   Comment shared: The next step will be to collect actual pass/fail rates for Accuplacer Scales over past three years or so.

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Maine Maritime Academy (MMA)

MMA's representatives to the Education Coordination Committee are not aware of any.

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University of Maine System (UMS)

- Former UMS Chancellor is on the board of SMARTER Balanced

- UMS took the lead in applying for the College Readiness Partnership grant (LUMINA), former Chancellor is still involved in this work

- UMS is holding a System-wide Summit on April 26 related to the Common Core State Standards

- UMF has initiated a number of initiatives on their campus related to Common Core State Standards; Dean Kathy Yardley is working with the Education Deans across the System in this as well.

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TABLES

TABLE 1 – Maine Community College System (MCCS)

MCCS Admissions Practices – Fall 2010

Central Maine Community College	Undergraduate application fee (2010-2011) - $20.
This institution has an open admission policy.	

Undergraduate Admissions Fall 2009	Total	Male	Female
Number of applicants	1,069	581	488
Percent admitted	70%	70%	70%
Percent admitted who enrolled	62%	63%	61%
Institutional Enrollment Fall 2010	2,870	48%	52%

Eastern Maine Community College	Undergraduate application fee (2010-2011) - $20.
This institution has an open admission policy.	

Undergraduate Admissions Fall 2009	Total	Male	Female
Number of applicants	N/A	N/A	N/A
Percent admitted	N/A	N/A	N/A
Percent admitted who enrolled	N/A	N/A	N/A
Institutional Enrollment Fall 2010	2,151	52%	48%

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Kennebec Valley Community College

Undergraduate application fee (2010-2011) - $20.

This institution has an open admission policy.

Undergraduate Admissions Fall 2009	Total	Male	Female
Number of applicants	**N/A**	**N/A**	**N/A**
Percent admitted	**N/A**	**N/A**	**N/A**
Percent admitted who enrolled	**N/A**	**N/A**	**N/A**
Institutional Enrollment Fall 2010	**2,465**	**34%**	**66%**

Northern Maine Community College

Undergraduate application fee (2010-2011) - $20.

Undergraduate Admissions Fall 2009	Total	Male	Female
Number of applicants	**503**	**287**	**216**
Percent admitted	**53%**	**51%**	**55%**
Percent admitted who enrolled	**89%**	**90%**	**87%**
Institutional Enrollment Fall 2010	**1,116**	**52%**	**48%**

Admissions Considerations	Required	Recommended
Secondary school GPA		X
Secondary school rank	X	
Secondary school record	X	
Completion of college-preparatory program	--	--
Recommendations		X
Formal demonstration of competencies		X
Admission test scores (SAT/ACT)		X
TOEFL (Test of English as a Foreign language)	X	

Southern Maine Community College

Undergraduate application fee (2010-2011) - $20.

Undergraduate Admissions Fall 2009	Total	Male	Female
Number of applicants	**3,877**	**1,969**	**1,908**
Percent admitted	**59%**	**61%**	**56%**
Percent admitted who enrolled	**64%**	**67%**	**61%**
Institutional Enrollment Fall 2010	**7,010**	**52%**	**48%**

Admissions Considerations	Required	Recommended
Secondary school rank	--	--
Secondary school record	X	
Completion of college-preparatory program		X
Recommendations	--	--
Admission test scores (SAT/ACT)	--	--
TOEFL (Test of English as a Foreign language)	X	--

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Washington County Community College	Undergraduate application fee (2010-2011) - $20.
This institution has an open admission policy.	

Undergraduate Admissions Fall 2009	**Total**	**Male**	**Female**
Number of applicants	**N/A**	**N/A**	**N/A**
Percent admitted	**N/A**	**N/A**	**N/A**
Percent admitted who enrolled	**N/A**	**N/A**	**N/A**
Institutional Enrollment Fall 2010	**589**	**43%**	**57%**

York County Community College	Undergraduate application fee (2010-2011) - $20.
This institution has an open admission policy.	

Undergraduate Admissions Fall 2009	**Total**	**Male**	**Female**
Number of applicants	**N/A**	**N/A**	**N/A**
Percent admitted	**N/A**	**N/A**	**N/A**
Percent admitted who enrolled	**N/A**	**N/A**	**N/A**
Institutional Enrollment Fall 2010	**1,637**	**42%**	**58%**

TABLE 2 – Maine Maritime Academy (MMA)

MMA Admissions Practices – Fall 2010

Maine Maritime Academy	Undergraduate application fee (2010-2011) - $15.

Undergraduate Admissions Fall 2009	**Total**	**Male**	**Female**
Number of applicants	**1,028**	**865**	**163**
Percent admitted	**55%**	**56%**	**47%**
Percent admitted who enrolled	**44%**	**45%**	**39%**
Institutional Enrollment Fall 2010	**949**	**84%**	**16%**

Admissions Considerations	**Required**	**Recommended**
Secondary school GPA	X	
Secondary school rank		X
Secondary school record	X	
Completion of college-preparatory program	X	
Recommendations	X	
Admission test scores (SAT/ACT)	X	
TOEFL (Test of English as a Foreign language)	X	

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Students Submitting Scores	Number	Percent
SAT	233	83%
ACT	60	21%

Test Scores	25th Percentile*	75th Percentile**
SAT Critical Thinking	440	540
SAT Math	460	560
SAT Writing	420	520
ACT English	16	22
ACT Math	17	23

*25% of students scored at or below
**25% of students scored above

Data apply to first-time degree-seeking students. Institutions are asked to report test scores only if they are required for admission.

TABLE 3 – University of Maine System (UMS)

UMS Admissions Practices – Fall 2010

University of Maine	Undergraduate application fee (2010-2011) $40.

Undergraduate Admissions Fall 2009	Total	Male	Female
Number of applicants	6,786	3,472	3,314
Percent admitted	80%	80%	81%
Percent admitted who enrolled	32%	34%	32%
Institutional Enrollment Fall 2010	**11,501**	**51%**	**49%**

Admissions Considerations	Required	Recommended
Secondary school GPA		X
Secondary school rank		X
Secondary school record	X	
Completion of college-preparatory program	X	
Recommendations	X	
Admission test scores (SAT/ACT)	X	
TOEFL (Test of English as a Foreign language)	X	
Students Submitting Scores	Number	Percent

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SAT	**1,684**	**97%**
ACT	**175**	**10%**
Test Scores	**25th Percentile***	**75th Percentile****
SAT Critical Thinking	**470**	**580**
SAT Math	**480**	**590**
SAT Writing	**460**	**560**

*25% of students scored at or below
**25% of students scored above

Data apply to first-time degree-seeking students. Institutions are asked to report test scores only if they are required for admission.

University of Maine at Augusta
Undergraduate application fee (2010-2011) $40.

This institution has an open enrollment policy.	**Total**	**Male**	**Female**
Institutional Enrollment Fall 2010	**5,562**	**72%**	**28%**

University of Maine at Farmington
Undergraduate application fee (2010-2011) $40.

Undergraduate Admissions Fall 2009	**Total**	**Male**	**Female**
Number of applicants	**1,534**	**589**	**945**
Percent admitted	**80%**	**76%**	**83%**
Percent admitted who enrolled	**40%**	**37%**	**42%**
Institutional Enrollment Fall 2010	**2,430**	**35%**	**65%**

Admissions Considerations	**Required**	**Recommended**
Secondary school GPA		X
Secondary school rank		X
Secondary school record	X	
Completion of college-preparatory program	X	
Recommendations	X	
Formal demonstration of competencies		X
Admission test scores (SAT/ACT)		X
TOEFL (Test of English as a Foreign language)	X	

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University of Maine at Fort Kent	Undergraduate application fee (2010-2011) $40.

This institution has an open enrollment policy.

	Total	Male	Female
Institutional Enrollment Fall 2010	**1,073**	**335**	**67%**

University of Maine at Machias	Undergraduate application fee (2010-2011) $40.

Undergraduate Admissions Fall 2009	Total	Male	Female
Number of applicants	360	139	221
Percent admitted	81%	70%	87%
Percent admitted who enrolled	39%	47%	34%
Institutional Enrollment Fall 2010	**951**	**31%**	**69%**

University of Maine at Machias – continued:		
Admissions Considerations	**Required**	**Recommended**
Secondary school GPA		X
Secondary school rank		X
Secondary school record	X	
Completion of college-preparatory program		X
Recommendations	X	
Admission test scores (SAT/ACT)	X	
TOEFL (Test of English as a Foreign language)	X	
Students Submitting Scores	**Number**	**Percent**
SAT	98	88%
ACT	13	12%
Test Scores	**25th Percentile***	**75th Percentile****
SAT Critical Thinking	400	530
SAT Math	390	510
ACT Composite	15	22
ACT English	13	21
ACT Math	16	24

*25% of students scored at or below
**25% of students scored above

Data apply to first-time degree-seeking students. Institutions are asked to report test scores only if they are required for admission.

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University of Maine at Presque Isle	Undergraduate application fee (2010-2011) $40.		
This institution has an open enrollment policy.			
	Total	**Male**	**Female**
Institutional Enrollment Fall 2010	**1,434**	**37%**	**63%**

University of Southern Maine	Undergraduate application fee (2010-2011) $50.		

Undergraduate Admissions Fall 2009	**Total**	**Male**	**Female**
Number of applicants	**4,351**	**1,890**	**2,461**
Percent admitted	**78%**	**78%**	**79%**
Percent admitted who enrolled	**25%**	**28%**	**23%**
Institutional Enrollment Fall 2010	**9,654**	**43%**	**57%**

University of Southern Maine – continued:		

Admissions Considerations	**Required**	**Recommended**
Secondary school GPA		X
Secondary school rank		X
Secondary school record	X	
Completion of college-preparatory program	X	
Recommendations	X	
Admission test scores (SAT/ACT)	X	
TOEFL (Test of English as a Foreign language)	X	
Students Submitting Scores	**Number**	**Percent**
SAT	**784**	**91%**
ACT	**55**	**6%**
Test Scores	**25th Percentile***	**75th Percentile****
SAT Critical Thinking	**440**	**550**
SAT Math	**440**	**550**
SAT Writing	**440**	**550**
ACT Composite	**19**	**22**
ACT English	**18**	**23**
ACT Math	**17**	**23**

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*25% of students scored at or below
**25% of students scored above

Data apply to first-time degree-seeking students. Institutions are asked to report test scores only if they are required for admission.

TABLE 4

Comparison of Test Scores – First-Time, First-Year Students – Applying at Bachelors Level to Maine's Public Colleges and Universities that Require SAT/ACT as Part of the Admissions Process

Institution	SAT Critical Thinking – 25th* Percentile	SAT Critical Thinking – 75th** Percentile	SAT Math –25th* Percentile	SAT Math –75th** Percentile	SAT Writing – 25th* Percentile	SAT Writing – 75th** Percentile	ACT Composite – 25th* Percentile	ACT Composite – 75th** Percentile	ACT English – 25th* Percentile	ACT English – 75th** Percentile	ACT Math – 25th* Percentile	ACT Math – 75th** Percentile
MMA	440	540	460	560	420	520	--	--	16	22	17	23
UMO	470	580	480	590	460	560	--	--	--	--	--	--
UMM	400	530	390	510	--	--	15	22	13	21	16	24
USM	440	550	440	550	440	550	19	22	18	23	17	23
Average Scores	440	550	440	550	440	540	17	22	16	22	17	23

*25% of students scored at or below
**25% of students scored above

Data apply to first-time degree-seeking students. Institutions are asked to report test scores only if they are required for admission. College Transition Working Group – April 5, 2012

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APPENDIX II

1)

A Definition of College Readiness

Students are "college ready" when they have the **knowledge, skills, and behaviors** to complete a college course of study successfully, without remediation. College readiness can be identified through multiple measures:

1. Academic knowledge and skills evidenced by successful completion of a rigorous high school core curriculum (4 years of mathematics, including algebra II; 4 years of English language arts; 3 or more years of science; 3 or more years of social sciences/history)

2. **Success in college-prep and college-level courses taken in high school that require in-depth subject-area knowledge, higher-order thinking skills, and strong study and research skills**, e.g., as evidenced by achievement of a grade of 3 or higher on at least one AP examination.

3. Advanced academic skills, such as reasoning, problem solving, analysis, and writing abilities, e.g., as demonstrated by successful performance on the SAT (a score of 1020 in critical reading and mathematical reasoning corresponds to a 90% probability of a Freshman GPA of C or higher and a 50% probability of a B or higher).

4. College planning skills, as demonstrated by an understanding of college and career options and the college admissions and financing process.

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2) An Operational Definition of College Readiness - by David Conley (2009)
        EPIC – Educational Policy Improvement Center

College readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.

"Succeed" is defined as completing entry level courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area. This conception is calibrated against what our recent research has come to define as "best practices" entry-level courses as opposed to the stereotypical freshman course. If students are prepared to succeed in best practices courses, they will be able to cope with the full range of college courses they are likely to encounter.

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The college-ready student envisioned by this definition is able to understand what is expected in a college course, can cope with the content knowledge that is presented, and can take away from the course the key intellectual lessons and dispositions the course was designed to convey and develop.

In addition, the student is prepared to get the most out of the college experience by understanding the culture and structure of postsecondary education and the ways of knowing and intellectual norms of this academic and social environment. The student has both the mindset and disposition necessary to enable this to happen.

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3) A Working Definition of College Readiness

College readiness is the combination of skills, knowledge, and habits of mind necessary to fully participate in college-level courses (courses at the 100 level and above) to completion. **(Washington State Board of Community and Technical Colleges)**

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4) Components in a Comprehensive Definition of College Readiness

By: David T. Conley (2009)

College readiness is a multi-faceted concept that includes factors both internal and external to the school environment. The model presented here emerges from a review of the literature and includes the skills and knowledge that can be most directly influenced by schools.

The definition of college readiness developed below relies on a framework of four interdependent skill areas (see Figure 1). In practice, these various facets are not mutually exclusive or perfectly nested as portrayed in the model. They interact with one another extensively. For example, a lack of college knowledge often affects the decisions students make regarding the specific content knowledge they choose to study and master. Or a lack of attention to academic behaviors is one of the most frequent causes of problems for first-year students, whether they possess the necessary content knowledge and key cognitive strategies.

Figure 1: Facets of College Readiness

What the model argues for is a more comprehensive look at what it means to be college-ready, a perspective that emphasizes the interconnectedness of all of the facets contained in the model. This is the key point of this definition, that all facets of college readiness must be identified and eventually measured if more students are to be made college-ready.

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5)

WHAT IS COLLEGE-AND CAREER- READY? It is commonly said that the goal of high school reform is to ensure all students graduate "college and career-ready." But as often as this mantra is repeated, confusion remains over what it actually means. Simply put, "college and career readiness" refers to the content knowledge and skills high school graduates must possess in English and mathematics – including, but not limited to, reading, writing communications, teamwork, critical thinking and problem solving – to be successful in any and all future endeavors. Of course, readiness for college and careers depends on more than English and mathematics knowledge; to be successful after high school, all graduates must posses the knowledge habits and skills that can only come from a rigorous, rich and well-rounded high school curriculum.

What is "COLLEGE" ready? College today means much more than just pursuing a four- year degree at a university. Being "college ready" means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree). Being *ready* for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.
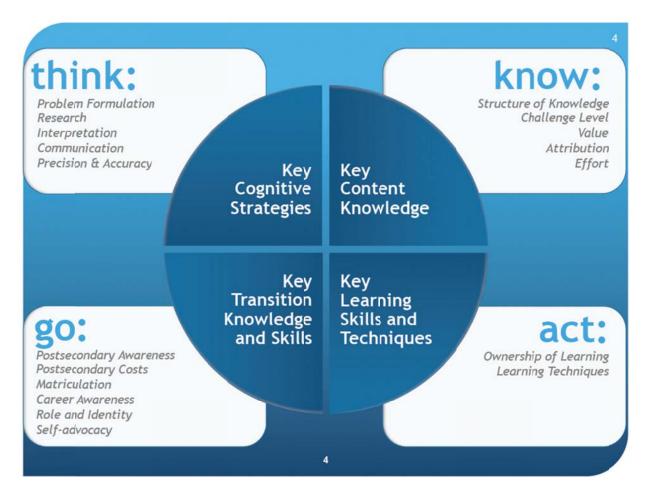
What is "CAREER" ready? In today's economy, a "career" is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being *ready* for a career means that a high school graduate has the English, and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training).

Is ready for COLLEGE and ready for CAREER the same thing? With respect to the knowledge and skills in English and mathematics expected by employers and postsecondary faculty, the answer is yes. In the last decade, research conducted by Achieve as well as others shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful after high school. Economic reality reflects these converging expectations. Education is more valued and more necessary than ever before. The bottom line is that today ALL high school graduates need to be prepared for some postsecondary education and/or training if they are to have options and opportunities in the job market.

♦ Thirty five years ago, only 12% of U.S. jobs required some postsecondary training or an associate's degree and only 16% required a bachelor's degree or higher.

♦ Nearly eight in ten future job openings in the next decade in the U.S. will require postsecondary education or training. Forty-five percent will be in "middle skill" occupations, which require at least some postsecondary education and training, while 33% will be in high skilled occupations for which a Bachelors degree or more is required. By contrast, only 22% of future job openings will be "low skill" and accessible to those with a high school diploma or less.

♦ While the U.S. still ranks 3rd in the adult population (25-64 year olds) with an associate degree or higher among 30 countries, we now rank 10th among 25-34 year olds with a two-year degree and above. Competing countries are catching up to – and even outpacing – the U.S. in the educational attainment of their new generation of adults.

♦ Higher levels of education lead to elevated wages, a more equitable distribution of income and substantial gains in productivity. For every additional average year of schooling U.S. citizens complete, the GDP would increase by about 0.37 percentage points – or by 10% – over time.

6) Another Conceptualization of College Readiness – by David T. Conley (March, 2012)

Source: David T. Conley, Educational Policy Improvement Center (EPIC), "What Does It Mean to Be College and Career Ready," at *Architecture for Implementing the Common Core Standards: Strategies, Partnerships, and Progress*, slide 4 (Louisville, KY, 2012), **https://www.epiconline.org/files/pdf/20120228_SHEEO_ConleyHumphreys.pdf**, (accessed March 8, 2012).

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7) Measuring College Readiness – The Future of Children – Princeton-Brookings – May, 2011

Gaining access to and succeeding in college requires students to have high levels of content knowledge, core academic skills, and non-cognitive skills—skills that colleges traditionally assess by looking at students' high school coursework, their performance on achievement exams, and their relative class rank and grade point average (GPA). Colleges use students' coursework to identify whether applicants have been exposed to content that

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prepares them for introductory college courses. They use achievement tests primarily as standardized indicators of students' cognitive ability, basic skills, content knowledge, and core academic skills. They use course grades to measure whether students have mastered the material in their classes and have developed core academic skills and content knowledge. Grades also measure the third area of college readiness, non-cognitive skills, particularly whether students have demonstrated the work effort and study skills needed to meet the demands of a college environment. Thus, colleges tend to use multiple indicators to assess college readiness.

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8) The Commonwealth Commitment – College and Career Ready (Kentucky)

What is Kentucky's definition of college readiness? College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. "Success" is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky's system-wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education courses or supplemental coursework.

What is Kentucky's definition of career readiness? Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career path, whether that is postsecondary coursework, industry certification, or entry into the workforce. These include core academic, critical thinking, and technical skills required in the workplace.

What are Kentucky's ACT standards of readiness? Most definitions of college readiness include some predictive statement about how well students will do in relevant college courses based on national assessments, such as the ACT or SAT. Kentucky's system-wide ACT benchmarks guarantee placement into college credit-bearing coursework. The standards are based on ACT scores of 18 for English and 20 for reading, with a three-tiered approach for mathematics due to requirements for specific college majors. The mathematics benchmarks are 19 for introductory-level mathematics courses, 22 for college algebra, and 27 for calculus.

What is Senate Bill 1 (2009)? Senate Bill 1, signed by Governor Steven L. Beshear on March 26, 2009, is a significant piece of education legislation that revises the assessment and accountability system for P-12 education in Kentucky. It requires a revision of the core academic standards to be based on national and international benchmarks in order to increase the rigor and focus the content of P-12 education.

What are the unified strategies? As a consequence of Senate Bill 1, the Kentucky Department of Education in collaboration with the Kentucky Council on Postsecondary Education, developed four key unified strategies to reduce by 50% the number of recent high school graduates entering college not prepared for credit-bearing coursework, and to increase graduation rates of postsecondary students with college readiness needs. The strategies include:

1. Accelerated learning opportunities (AP/IB/dual credit)
2. Secondary intervention programs (transition coursework)
3. College and career readiness advising (ILP)
4. Postsecondary college persistence and degree completion (bridge programming and student support)

Each of the strategies, developed by cross-agency teams that included the Kentucky Community and Technical College System, four-year institutions and other external agency partners, has goals and action plans, useful resources, and expected outcome measures. The teams also developed metrics to measure progress on each of the SB1 goals.

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The activities of the work teams will be ongoing and represent a model of collaboration with a shared vision of having all students prepared for postsecondary education and career success.

What is the purpose of the common core standards?   The establishment of the Kentucky Core Academic Standards is the beginning of integrating college readiness standards into the state's curriculum guidelines, teacher preparation programs, and higher education programming and activities. These standards are focused on 21st-century skills and ensure students are well-prepared for college and career opportunities. With the adoption of these standards, Kentucky became the first state to formally accept the common core standards and joined a multi-state consortia to develop high-quality assessments around the standards. These assessments will provide incentives for early college opportunities.

In addition, the Kentucky Core Academic Standards enable Kentucky educators to:

- articulate to parents, teachers, and the general public expectations for students;
- align textbooks, digital media and curricula to the internationally benchmarked standards;
- ensure professional development for educators is based on identified need and best practices; develop and implement an assessment system to measure student performance against the common core state standards; and career readiness standards.

How are schools handling students who are not college or career ready?

All Kentucky students are encouraged to complete rigorous coursework throughout high school and take advantage of dual credit, dual enrollment, Advanced Placement, and International Baccalaureate opportunities.

High school seniors not meeting readiness benchmarks are being encouraged to take advantage of senior year transition courses. These courses allow students the opportunity to demonstrate readiness for college credit-bearing coursework through placement testing. High school transitional courses in reading and mathematics were developed by P-12 and postsecondary education partners in spring 2010 and will be available in 2010-11 for high school seniors who do not meet readiness benchmarks. Bridge and academic support programs, available at many colleges and universities, offer first-time students the opportunity to build needed skills in a supportive academic environment prior to their first full semester of enrollment.

Where can I find more information?

You can find more information about college and career readiness standards and activities on the websites of CPE (http://cpe.ky.gov) and KDE (http://www.education.ky.gov/KDE/).

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9) 'Career Ready' vs. 'College Ready' By David Moltz   **April 14, 2010 - Inside HIGHER ED**

Though the terms "college ready" and "career ready" have been used together in many education plans in recent years, a new paper from the Association for Career and Technical Education argues they are not the same.

"While there is no debate that a rigorous level of academic proficiency, especially in math and literacy, is essential for any post-high school endeavor, the reality is that it takes much more to be truly considered ready for a career," the paper reads. "Career readiness involved three major skill areas: core academic skills and the ability to apply those skills to concrete situations in order to function to function in the workplace and in routine daily activities; employable skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway."

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Jan Bray, executive director of ACTE, said her organization felt the need to define "career ready," given the urgings of the Obama administration and from such projects as the [Common Core State Standards Initiative](#) that high schools prepare students to be both "college- and career-ready." When educators conflate the two, she argued, students are disadvantaged by the idea that preparation for college also readies them for a career.

"I expressed to [Education Secretary] Arne Duncan that their college- and career- readiness standard is really just college readiness," Bray said. "The next step is to put [the definition of 'career ready'] where it will become part of the lexicon."

Bray said ACTE is pushing for Congress to further refine the differences between "college- and career-readiness" either in the reauthorization of the Federal Perkins Loan Program or the Elementary and Secondary Education Act.

The paper goes on to argue that high schools should be preparing students in the "three major skill areas" ACTE has identified as essential for "career readiness." Still, it acknowledges some intermediate shortcomings.

"Since most of the career opportunities for today's students will require some form of postsecondary education, there are many times when students will not be able to acquire the necessary academic, technical or employability skills in high school that will allow them to be career-ready without further education and training," the paper reads. "Additional knowledge and specialization in one or more of these areas is often required either immediately after high school or in the future, depending on a student' career choices."

David Wakelyn, program director at the National Governors Association Center for Best Practices, a group that leads the Common Core State Standards Initiative, said he does not think there are any major differences between ACTE's definition of "career ready" and that of the initiative. Still, he argued that more work needs to be done to prove the validity of the definition.

"I think this is a nice first step in trying to figure out where the intersection is between college- and career-readiness," Wakelyn said. "The employability skills, that stuff feels right. Still, we want to make sure that the next step here is to acknowledge that this is our best estimate of what career-readiness means and agree that it needs verification through research. A research agenda should look at people who have a high degree of earnings and what variety of degree attainments they have."

Anthony Carnevale, director of Georgetown University's Center on Education and the Workforce, said he thought ACTE's proactive move to define "career ready" was "refreshing," adding that career and technical education groups "need to be back in the dialogue."

"College- and career-ready are not the same thing," Carnevale agreed. "If they were, why would somebody go to college or why would someone go to graduate school?"

Still, Carnevale argued it would be "a big mistake" for the government to offer a concrete definition of "career ready." This is a conversation best left to policy groups, he noted.

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"Ultimately, the message is a healthy one," Carnevale said. "Given the growing importance of employability in the education sector, in general, this is a good argument to have."

Read more: http://www.insidehighered.com/news/2010/04/14/definition#ixzz1qpAEwRPB
Inside Higher Ed

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10) What does being "college and career ready" mean?

By Valerie Strauss | April 29, 2010 – The Washington Post

Ensuring that all students who graduate high school are "college and career ready" by 2020 is one of President Obama's key education reform goals. But what does that mean?

Is being ready for college right after high school the same thing as being ready to enter workforce training programs right out of high school?

As it turns out, the answer is "yes," at least regarding knowledge and skills in English and math. That's according to the one organization that has been collecting and reporting data on students' academic readiness for college for more than 50 years.

ACT, the non-profit organization best known for its college admissions ACT test, built its unique database by following millions of students into all types of postsecondary education to evaluate their success in college.

There is no consensus in the education world on a definition of "college and career ready," but yesterday, Cynthia Schmeiser, ACT's Education Division president and its chief operating officer, explained ACT's view to lawmakers on Capitol Hill at a hearing about the reauthorization of the law commonly known as No Child Left Behind.

"ACT defines college readiness as acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution, such as a two- or four-year college, trade school, or technical school," she said. "Simply stated, readiness for college means not needing to take remedial courses in postsecondary education or training programs."

Most high school graduates, however, aren't ready for college or career, she said. Look at these statistics:

Of the 1.5 million high school graduates who took the ACT during the academic year 2008–2009, 33 percent were not ready for college-level English, 47 percent were not ready for college social science, 58 percent were not ready for college algebra, and 72 percent were not ready for college biology.

Overall, only 23 percent were ready to enter college-level courses without remediation in any of the four subject areas.

As to whether a student who wants to enter college after high school or enter a workforce training program needs the same K-12 education, she said the answer is "yes."

Here's more of her testimony:

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"Unfortunately, there are far too many in this country who believe that the level of achievement needed for high school graduates who want to enter workforce training programs is far less than that needed for those students who plan to enter some form of postsecondary education. ACT research shows that career readiness requires the same level of foundational knowledge and skills in mathematics and reading that college readiness does.

"According to our research, the majority of the jobs that require at least a high school diploma, pay a living wage for a family of four, are projected to increase in number in the 21st century, and provide opportunities for career advancement require a level of knowledge and skills comparable to those expected of the first-year college student.

"So the level of knowledge and skills students need when they graduate from high school is the same whether they plan to enter postsecondary education or a workforce training program for jobs that offer salaries above the poverty line.

"....Compared to high school graduates who are not college and career ready, those who are ready to enter credit-bearing college courses are more likely to enroll in college, stay in college, earn good grades, and persist to a college degree. And in our latest research study soon to be released, we found that gaps in college success among racial/ethnic groups and by family income narrow significantly among students who are ready for college and career."

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11)

College Readiness – from ASCD Edge   ASCD

1703 North Beauregard St.
Alexandria, VA 22311-1714

MISSON: ASCD is a membership organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

College Readiness is the new buzzword in education. While several politicians are advocating for college readiness, there are few definitions. If educators are being asked to prepare all students for college, then a data dashboard, statewide strategies, district goals, and a definition of college readiness must be established. If college readiness is a national goal, then it does not make sense for each school district or each state department of education to work in isolation on this goal. If your school or school district has a strategic plan for monitoring college readiness, please share your strategies on ASCD EDge. Developing strategies which support teachers, students, and families is important in making college readiness a reality. This article will highlight current research, reform efforts by school districts, initiatives started by state departments of education, and links to articles which focus on college readiness at the school level and as public policy.

What Are Some Of The Leading Strategies For Measuring College Readiness?

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The following educators, school districts and organizations have made attempts to define and/or measure college readiness.

David Conley, a Professor of Educational Policy and Leadership in the College of Education at the University of Oregon, has written a book titled *College Knowledge* (2005) and more recently *College and Career Ready: Helping All Students Succeed Beyond High School* (2010). Dr. Conley also has an informative article on this topic which is available online at *Rethinking College Readiness* (2009).

Montgomery County Schools (Rockville, MD) has developed *Seven Keys to College Readiness*. The school district's website states, "It's important for all children to know that college is a realistic option. All students who are willing to take challenging courses and work hard can go to college. There are many routes a student can take to earn a college degree and many programs to help families pay for college. Students can even earn college credit while still in high school." If school districts are seeking resources on College Readiness strategies, this district website offers several quality resources. The most important thing to note is that Montgomery County Schools decided to quit debating which students are college ready and take bold steps to prepare all students for college.

The Virginia Department of Education has outlined their College and Career Readiness Initiative on the agency's website. Virginia's College and Career Readiness Initiative is supported by the Southern Regional Education Board (SREB) through a grant from the Bill and Melinda Gates Foundation.

The Massachusetts Department of Education maintains a database which answers the question "How many Massachusetts public high school graduates enroll in Massachusetts public colleges?" (Conaway, 2009). According to an Issue Brief from the National Governors Association (NGA) Center for Best Practices, Massachusetts is leading the way in supporting college readiness and establishing high goals for all students. The Issue Brief indicated, "the state's graduation rate goal of 95 percent by 2018, one of the highest in the nation, requires approximately 14 percent growth in 10 years. This means that the state needs to graduate an additional 10,600 students to meet its goal. While this number may be daunting for parents, teachers, and policymakers alike, when presented another way, it becomes more manageable. For Massachusetts to reach its state graduation rate goal, each high school in the state needs to graduate an additional 2.94 students per year."

The Center for American Progress posted several resources related to College Readiness. In an online article titled *College for All or College for Some?* (Feb. 8, 2011), Jeremy Ayers shared a new report from Harvard University titled Pathways to Prosperity (Feb. 2011). Ayers also referred to education policy related to college and career readiness and the reauthorization of ESEA. This is an informative article for educators and others who are interested in College Readiness.

The Southern Regional Education Board developed a special report titled, *Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy* (June 2010). I think this article is an appropriate title for the current state of education. We are in a transition between believing that K-12 schools are intended to sort and select. There are thousands of educators who still believe that some students are college-ready and other students are simply not 'college material.' This article addresses the state policy dimensions of college readiness.

College Readiness for All: The Challenge for Urban High Schools (Roderick, Nagaoka, & Coca, 2009), is available online. This research cites, "To turn college aspirations into college attainment, high schools and teachers need clear indicators of college readiness and clear performance standards for those indicators. These standards, say the authors, must be set at the performance level necessary for high school students to have a high probability of gaining access to four-year colleges." If school districts are going to measure their efforts and make informed decisions about providing additional academic and behavior support to individual students, then teachers need indicators which measure the current reality. It is too late to support students when we proclaim that 80% of the students graduated (and 20% did not). Even when schools report that 80% are graduating, this data does not reflect the number of students who are college ready.

College Readiness Addressed by the President of the United States
On February 24, 2009, President Barrack Obama called on all Americans to commit to at least one year of higher education or career training, as he stressed the importance of better schooling in reviving the nation's economy during his first address to Congress.

"So tonight I ask every American to commit to at least one year or more of higher education or career training," Obama said. "This can be a community college or a four-year school, vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma."

"We have one of the highest high-school dropout rates of any industrialized nation, and half of the students who begin college never finish," President Obama said.

Next Steps for College Readiness
U.S. Secretary of Education Arne Duncan (2010) said, "High schools must shift from being last stop destinations for students on their education journey to being launching pads for further growth and lifelong learning for all students-- including ELL students and students with disabilities. The mission of high schools can no longer be to simply get students to graduate. Their expanded mission, as President Obama has said, must also be to ready students for careers and college--and without the need for remediation." When the goal in the United States was to prepare a few students for high school graduation, the need for college readiness indicators did not exist.

In 2011, the goal is academic excellence for all and college readiness for all. According to Lopez (2009), "College readiness is not the belief that every student will go to college. It is the idea that every student deserves the opportunity to be educated in a way that prepares him or her for college." This definition requires educators to view K-12 education differently than the traditional process where some students were smart enough for college and a majority of the students were likely to enter the workforce or drop out of high school. K-12 teachers and administrators change curriculum, instruction, assessment, policies and procedures when educators believe that every student deserves the opportunity to be educated in a way that prepares him or her for college.

If your school or school district has a strategic plan for monitoring college readiness, please share your strategies on ASCD EDge.

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12) Proficiency should mean college ready—and an acceptance letter

By Valerie Strauss – The Washington Post -

My guest is [Robert Pondiscio](#), director of communications at the [Core Knowledge Foundation](#) who launched the Core Knowledge Blog.

Hundreds of thousands of New York parents received [a rude shock](#) last week with the release of the results of the latest state reading and math tests.

Last year, more than three out of four children were deemed "proficient" on the state tests in grades 3-8. This year, only about half cleared the bar, the result of New York resetting its definition of "proficient," which had become so debased as to be functionally meaningless.

Consider: Eighth graders who scored a level 3 out of 4, or proficient, on the state's reading and math tests have only a slightly better than [50/50 chance of graduating](#) from high school four years later.

The evidence of New York's proficiency illusion has been hiding in plain sight for years.

While state scores on the [National Assessment of Educational Progress (NAEP)](#) have been stagnant, the state's reading and math scores have gone through the roof. A study by [Harvard University Education Professor Daniel Koretz](#) ordered up by courageous state education officials has punctured the proficiency bubble.

You can argue until you're blue in the face about cut scores, scale scores and comparisons to NAEP—whether schools have been getting better or worse in the Empire State—but these are arguments for wonks, psychometricians and politicians. To appreciate the damage done by the inflated scores, put yourself in the shoes of a low-income, poorly educated parent in the South Bronx, where I taught for several years.

When the state test says your kid is a "3" you're happy. And why wouldn't you be? The experts are telling you your child is exactly where he or she should be.

Here's the dirty little secret about proficiency. There's not much upside in being honest.

Don't forget that it's still the law of the land that all children will be proficient by 2014—a standard unlikely to be met unless by proficient we mean aspiring. Establish high and meaningful standards and boxcar numbers of children will not measure up now or in the foreseeable future. Lower the bar and you're misleading a similar number to believe they have achieved a level of preparedness they have not. Advocate for a two-tier system, and you risk a return to the bad old days of "vocational" tracking and de facto segregation.

So all the credit and praise in the world should go to New York's Education Commissioner David Steiner, his deputy John King and Merryl Tisch, the chancellor of the state's Board of Regents, for striking a hammer blow for accountability and common sense. "We are facing the hard truth that the gains in the past were simply not as advertised," says Tisch.

Hear, hear. But if New York wants to be the truth-in-education state, let me humbly suggest they go all in. My suggestion: Define proficiency as college ready. Use state tests to let parents know if their children are on-track for success in higher education--and guarantee proficient high school graduates admission to the state's university system.

"College ready" is education's latest meaningless catch-phrase. Columbia ready and community college ready are very different standards. ACT results [tell us only one in four graduating high school seniors](#) nationwide is prepared

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to do C-level college work. This is ample proof that "college ready" is not an operative goal for high schools anywhere. The best that can be said is that at present, a high school education is designed to get you accepted into college, not necessarily to help you succeed there.

This hasn't stopped everyone from President Obama on down from establishing "college and career-readiness" as the endgame for K-12 education. Very well. If that's to be the standard, then define it, benchmark it, measure it and create assessments that give a fair and objective sense of progress toward that goal. I don't expect New York to tell me if my daughter is Harvard material. But the state should be able to say if she's SUNY material.

I'm not suggesting my child should be guaranteed admission to the State University school of her choice if she graduates with a New York Regent's Diploma. Under the system I'm proposing, graduating college ready would guarantee a seat at one of the state's 64 campuses.

Indeed, the enormous size and diversity of New York's State University system makes it the ideal candidate to take on this kind of reform, ending the disconnect between secondary and post-secondary education systems.

Again, put yourself in the shoes of that South Bronx parent. For affluent parents the definition of college readiness is the same as Justice Potter Stewart's definition of pornography: you know it when you see it.

For low-income families with high aspirations but little educational experience, all they know is what the state and public schools tell them. And they've been misled. Seeing their children through the K-12 pipeline with a clear picture of readiness and a guaranteed college acceptance would likely be the difference between success and failure.

"'Proficiency' on our exams has to mean something real," Steiner wrote recently. "No good purpose is served when we say that a child is proficient when that child simply is not."

Agreed. Proficiency should mean something real. So should "college ready." Let's join them at the hip and make it stick. Guaranteed college acceptance would be the difference between a hope and a promise--a clear signal to low-income families that their child is both ready and has earned a place at the table.

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13) **The College Board National Office for School Counselor Advocacy**

Eight Components of College and Career Readiness Counseling

The Eight Components of College and Career Readiness Counseling provide a systemic approach for school counselors to implement, across grades K–12 — elementary through high school and beyond, to ensure equity both in process and results.

1. College Aspirations
   Goal: Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and conveying the conviction that all students can succeed in college.

2. Academic Planning for College and Career Readiness
   Goal: Advance students' planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

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3. Enrichment and Extracurricular Engagement

    Goal: Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

4. College and Career Exploration and Selection Processes

    Goal: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

5. College and Career Assessments

    Goal: Promote preparation, participation and performance in college and career assessments by all students.

6. College Affordability Planning

    Goal: Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

7. College and Career Admission Processes

    Goal: Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

8. Transition from High School Graduation to College Enrollment

    Goal: Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

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APPENDIX III

Limitations of the Current System

One of the better descriptions laying out the realities while highlighting the limitations of the current system of college preparedness in America was issued by the Southern Regional Education Board (SREB). In a 2011 document entitled *The Gap Between Enrolling in College and Being Ready for College* the researchers reported:

"Every year in the United States, nearly 60 percent of first-year college students discover that, despite being fully eligible to attend college, they are not academically ready for postsecondary studies. After enrolling, these students learn that they must take remedial courses in English or mathematics, which do not earn college credits. This gap between college eligibility and college readiness has attracted much attention in the last decade, yet it persists unabated. While access to college remains a major challenge, states have been much more successful in getting students into college than in providing them with the knowledge and skills needed to complete certificates or degrees. Increasingly, it appears that states or postsecondary institutions may be enrolling students under false pretenses. Even those students who have done everything they were told to do to prepare for college find, often after they arrive, that their new institution has deemed them unprepared. Their high school diploma, college preparatory curriculum, and high school exit examination scores did not ensure college readiness.

Lack of readiness for college is a major culprit in low graduation rates, as the majority of students who begin in remedial courses never complete their college degrees. As a result, improving college readiness must be an essential part of national and state efforts to increase college degree attainment. Figure 1 shows the extent of the college readiness problem by portraying the gap between eligibility for college and readiness to do college-level work. Students in public colleges and universities attend one of three types of postsecondary institutions: highly selective four-year institutions, somewhat selective four-year institutions, and nonselective or open-access two-year colleges. The readiness gap is nominal in the most selective universities because their admissions criteria screen out most students who are underprepared. The gap is huge, however, in the other two sectors of higher education, which serve between 80 percent and 90 percent of undergraduates in public institutions.

Figure 1: The Readiness Gap by Institutional Sector*

10%	**Highly selective institutions require high school diploma + college-prep curriculum + high grade-point average + high test scores + extras**	**Readiness Gap**	**Selective four-year**
30%	**Less selective institutions require high school diploma + college-prep curriculum + usually a combination of grade-point average and/or test scores (but lower than most selective institutions)**	**Readiness Gap**	**Less selective four-year**
60%	**Nonselective (open-access) institutions require a high school diploma**	**Readiness Gap**	**Non selective two-year**
	0% -------------------------- Percent of Students College Ready ----------------------▶ 100%		

*Public Postsecondary Enrollments

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In two-year colleges, eligibility for enrollment typically requires only a high school diploma or equivalency. About one-quarter of incoming students to these institutions are fully prepared for college-level studies. The remaining 75 percent need remedial work in English, mathematics, or both. Eligibility for enrollment in less selective four-year institutions (often the "state colleges") typically includes a high school diploma and additional college-preparatory coursework. Experience shows that these additional eligibility requirements still leave about half of incoming freshmen underprepared for college. Firm data on the proportions of entering college students who need remediation in English and/or math are not available, but the proportions shown in Figure 1 reflect national estimates. All told, as many as 60 percent of incoming freshmen require some remedial instruction. These national estimates may be conservative, since not all students who are underprepared for college are tested and placed in remedial courses".

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[1] Readiness standards vary widely across states and across institutions within states, which further clouds the meaning of national statistics on remedial rates.

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APPENDIX IV

Maine by the Numbers – How Does Maine Compare?

EDUCATION	Maine	New England Average	Rural Peer State* Average	U. S. Average	Highest State	Lowest State
Average Tuition Public 2-Year College (j)	$3,272.00 *Rank: 11*	$4,002.40	$3,392.20	$2,137.00	$6,001.00 NH	$586.00 CA
Average Tuition Public 4-Year College (j)	$8,018.00 *Rank: 12*	$9,049.80	$6,340.50	$6,319.00	$11,316.00 VT	$3,057.00 WY
State and Local Taxpayer Funding Per FTE Student (k)	$6,804.00 *Rank: 28*	$6,452.80	$6,267.50	$7,059.00	$15,151.00 WY	$3,167.00 VT
% of Bachelor's Students Graduating Within 6 Years (k)	56.80% *Rank: 20*	64.40%	51.1%	55.9%	69.1% MA	22.1% AK
% of Adults 25-44 With Associate's or Higher (k)	35.42% *Rank: 27*	47.16%	39%	39.26%	52.69% MA	28.3% WV
% With High School Diploma or Higher (k)	81.32% *Rank: 26*	87.4%	84.35%	89.63%	91.63% AZ	79.62% VT
Spending Per K-12 Student (j)	$11,644.00 *Rank: 12*	$12,927.00	$9,822.60	$9,683.00	$16,163.00 NJ	$5,706.00 UT
High School Graduation Rate (j)	79.10% *Rank: 18*	82.6%	80%	74.9%	89.6% WI	51.3% NV
% of Ninth Graders Enrolling in College by 19 (k)	48.20% *Rank: 14*	48.9%	48%	44%	59.6% SD	26.4% NV
% of Students at Proficiency - 8th Grade Math (j)	34% *Rank: 23*	39%	33%	32%	51% MA	17% MS
% of Students at Proficiency - 8th Grade Reading (j)	37% *Rank: 10*	37%	32%	30%	43% MA	17% MS

(This table was excerpted from Maine by the Numbers – How Does Maine Compare?, The Maine Heritage Policy Center (MHPC), 2011-2012 -
*Rural peer states: **Arkansas, Iowa, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Vermont, West Virginia, Wyoming**
Sources: **(j)** National Center for Education Statistics **(k)** National Center for Higher Education Management Systems)

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APPENDIX V

"The Forgotten Middle" - Ensuring that All Students Are on Target for College and Career Readiness Before High School

Executive Summary

Today, college readiness also means career readiness. While not every high school graduate plans to attend college, the majority of the fastest-growing jobs that require a high school diploma, pay a salary above the poverty line for a family of four, and provide opportunities for career advancement require knowledge and skills comparable to those expected of the first-year college student.

ACT data show that **fewer than two in ten eighth graders are on target to be ready for college-level work by the time they graduate from high school.** This means that more than eight of ten eighth-grade students do not have the knowledge and skills they need to enter high school and succeed there. And not surprisingly, our research shows that students who are not prepared for high school are less likely than other students to be prepared for college and career by the time they graduate from high school. So although the gates of high school are technically open to all students, for more than 80 percent of them, the door to their futures may already be closed. In recent years, there has been heightened awareness of the importance of early childhood education and high school as intervention points in the educational lives of America's children. Less attention, it seems, has been paid to the importance of the upper elementary grades and middle school and the role they must play in the preparation of students for life after high school. The results of *The Forgotten Middle* suggest that, in the current educational environment, there is a critical defining point for students in the college and career readiness process—one so important that, if students are not on target for college and career readiness by the time they reach this point, the impact may be nearly irreversible. We must therefore also focus on getting more students on target for college and career readiness by the end of eighth grade, so that they are prepared to maximize the benefits of high school. Moreover, this research shows that, under current conditions, **the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school.**

This report also reveals that students' academic readiness for college and career can be improved when students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance. The implication is clear: if we want not merely to improve but to maximize the college and career readiness of U.S. students, we need to intervene not only during high school but *before* high school, in the upper elementary grades and in middle school. Eighth-grade students who are not on target for college and career readiness face severe academic obstacles in high school and are substantially more likely to be unprepared for college and career when they graduate than students who are on target to become ready for college and career in the eighth grade. The full report may be read by visiting the following site:

www.act.org/research/policymakers/reports/ForgottenMiddle.html

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APPENDIX VI

ACHIEVE REPORT - Closing the Expectations Gap 2011

Excerpts from 2011 Study
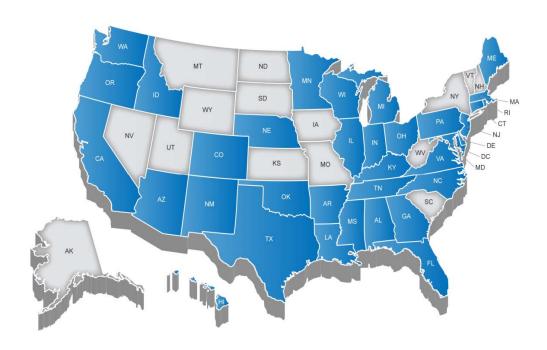
Each year, on the anniversary of the 2005 National Education Summit on High Schools, Achieve releases a 50-state progress report on the alignment of high school policies with the demands of college and careers. *Closing the Expectations Gap, 2011* is the sixth annual report in this series. The report details state progress implementing the American Diploma Project policy agenda.

Download the PDF. (February 2011)
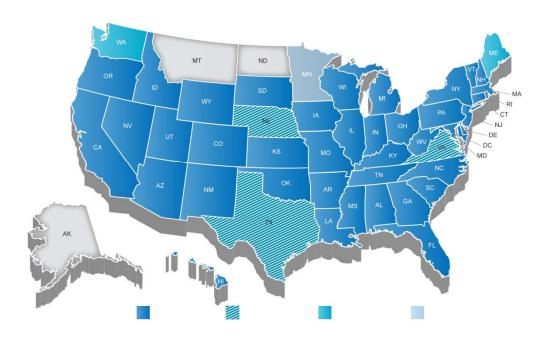
The College- and Career-Ready Agenda

- **Align high school standards with the demands of college and careers.**
- **Require students to take a college- and career-ready curriculum to earn a high school diploma.**
- **Develop statewide high school assessment systems anchored to college- and career-ready expectations.**
- **Develop reporting and accountability systems that promote college and career readiness.**

The ADP Network Educates 85% of U.S. Public School Students

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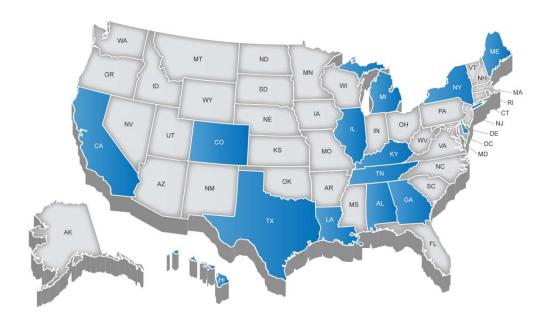
In 2011, 47 States and DC Have Aligned College- and Career-Ready Standards
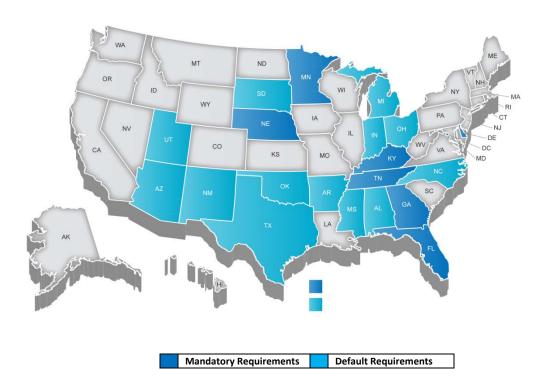
Adopted CCSS   Developed by State   Adopted CCSS (Prov.)   Adopted CCSS ELA - Math Developed by State
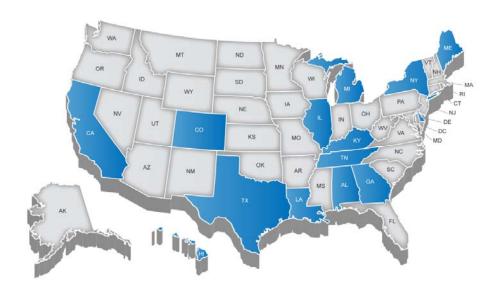
In the survey, Achieve asked states whether they administer to all students an assessment of college- and career-ready knowledge and skills capable of producing a readiness score used by postsecondary institutions and employers. In 2011, 14 States Administer Tests Aligned with College and Career Expectations

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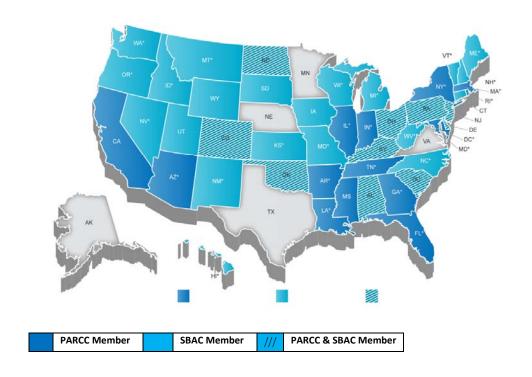
In the survey, Achieve asked states whether they require all students to complete a college- and career-ready curriculum in order to earn a high school diploma.
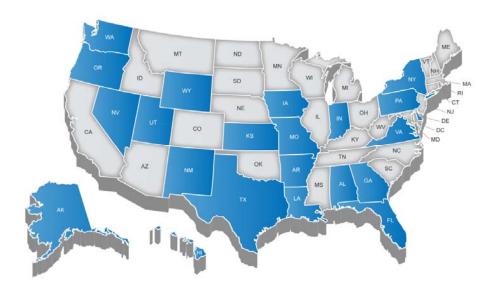
| Mandatory Requirements | Default Requirements |

In the survey, Achieve asked states whether they administer to all students an assessment of college- and career-ready knowledge and skills capable of producing a readiness score used by postsecondary institutions and employers.

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Consortia Working to Create Next-Generation Assessment Systems

| PARCC Member | SBAC Member | /// PARCC & SBAC Member |
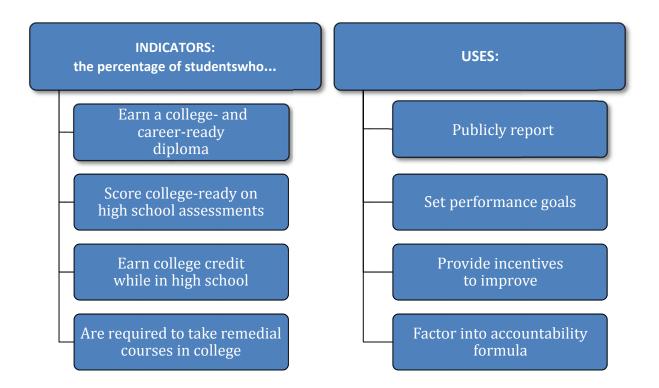
In the survey, Achieve asked states whether they annually match student-level records from K-12 with similar data from their postsecondary system.

In the survey, Achieve asked states whether they have incorporated a select set of college- and career-ready indicators into their data, reporting and accountability systems.

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Key College- and Career-Ready Accountability Indicators and Uses

INDICATORS: the percentage of students who...	USES:
Earn a college- and career-ready diploma	Publicly report
Score college-ready on high school assessments	Set performance goals
Earn college credit while in high school	Provide incentives to improve
Are required to take remedial courses in college	Factor into accountability formula
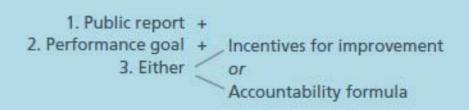
Percentage of High School Graduates Who Earn a College- And Career-Ready Diploma
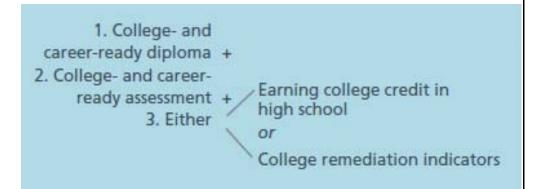
State	Annual School-Level Public Reporting	Statewide Performance Goals	School-level Incentives	Accountability Formula
Alabama	✓			
Arkansas		✓	✓	
California	✓			
Florida	✓			
Georgia	✓			
Hawaii	✓	✓		
Indiana	✓	✓	✓	
Louisiana	✓	✓	✓	✓
New York	✓			
Ohio	✓			
Oklahoma	✓			
Texas	✓	✓	✓	✓
Virginia	✓		✓	
Totals	**12**	**5**	**5**	**2**

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State Accountability System Indicators and Their Uses

College- and Career-Ready Uses

1. Public report +
2. Performance goal +
3. Either

Incentives for improvement
or
Accountability formula

College- and Career-Ready Indicators

1. College- and career-ready diploma +
2. College- and career-ready assessment +
3. Either
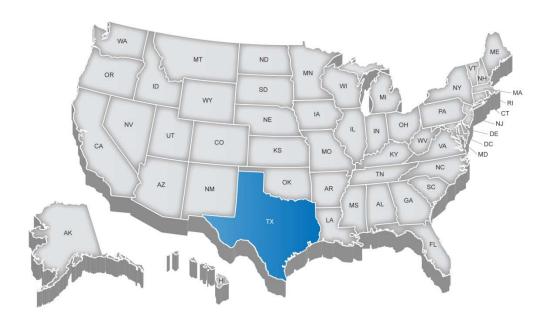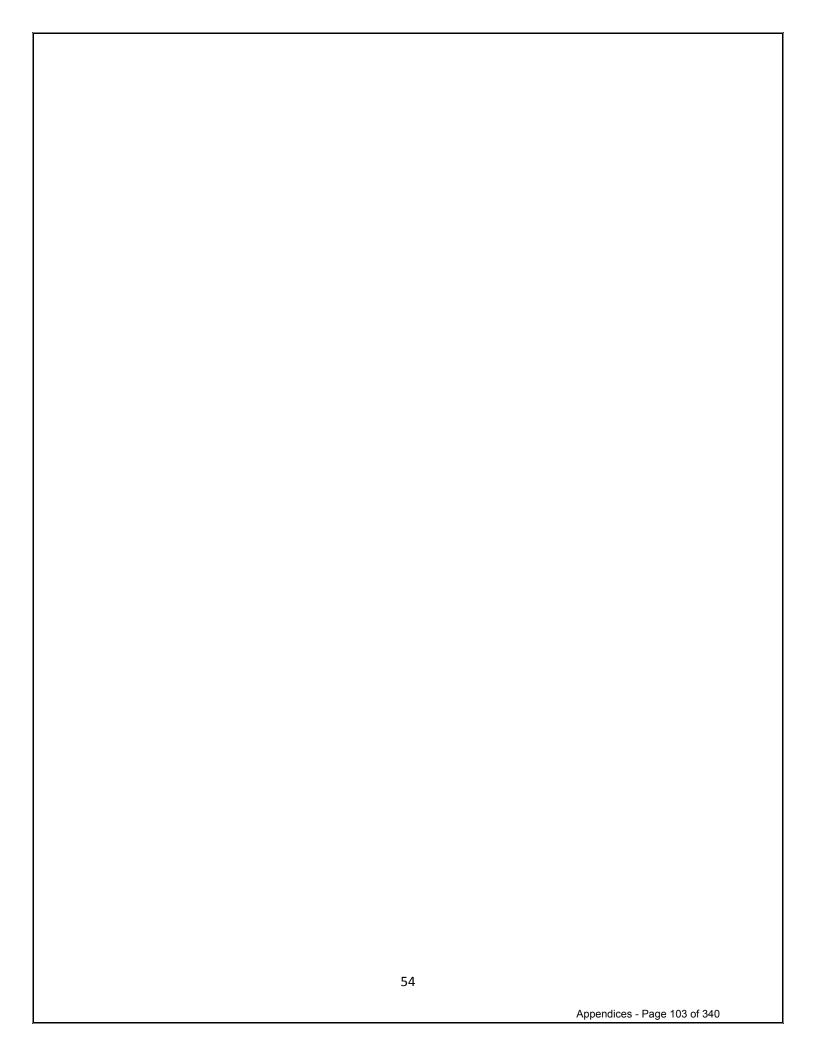
Earning college credit in high school
or
College remediation indicators

In 2011, Only Texas Meets Accountability Criteria

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APPENDIX VII

Summary of Findings – National Survey of the Nation's School Counselors - 2011

CollegeBoard
Advocacy & Policy Center

Largest National Survey of School Counselors in the Nation

OWN THE TURF
College and Career Readiness Counseling

2011 National Survey of School Counselors

Eight in 10 school counselors agree that college and career readiness should be a school's top mission; only 30 percent of all school counselors, and only 19 percent of those in high-poverty schools, experien this mission as reality. On Nov. 15, 2011, **the most comprehensive research and data available** on scho counselors was released by the College Board Advocacy & Policy Center's

National Office for School Counselor Advocacy (NOSCA).

View the **full survey** to read what

over 5,300 middle and high school

counselors across the nation

had to say.

2011 National Survey of School Counselors Counseling at a Crossroads

In order to equip school counselors with the tools they need to ensure every student is college and career ready, NOSCA has launched a new **state-of-the-art website** that provides practical tools, research, strategies, professional development resources and an online community to share ideas with colleagues across the nation.

55

Ideal vs. Real

How school counselors view their role, the role of their school and the education system at large in readying students for college and career success is often at odds with the sobering reality they confront each day.

More than 8 out of 10 counselors report that a top mission of schools should be to ensure that   all students complete 12th grade ready to succeed in college and careers.

Only 30% of school counselors and 19 percent of counselors in high poverty schools see this as their school's mission.

56

Counseling at a Crossroads: The Perspectives and Promise of School Counselors in American Education

NOSCA's first nationally representative survey uncovered the perspectives of middle and high school counselors on measures of accountability and education policies and practices. We learned what challenges they face and what solutions might be found to better leverage the extraordinary resource that school counselors represent.
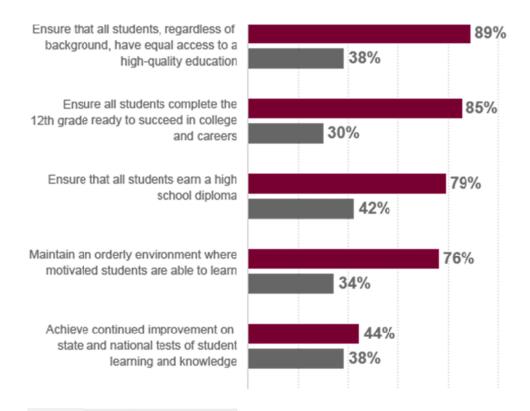
Paths forward

We are dealing with a broken school system in need of reform:

We are facing a critical crossroads in education reform with, for the first time in our history, this generation of students at risk of having lower educational attainment than their parents. Schools will need every asset available — especially professionals in schools who have a complete picture of students — to ensure that students get the supports they need to stay on track to graduate from high school ready for college and careers. The annual survey provides clear pathways to reform designed to address counseling at the crossroads.
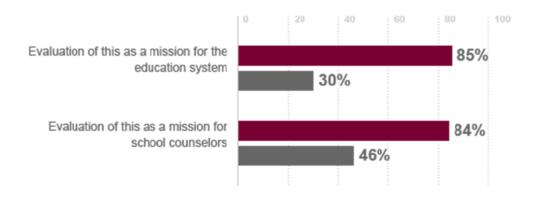
Featured Survey Figures:

Ideally, what should be the mission of the education system? In reality, how well does this fit your view of the this fit with your view of the mission of the school system in which you work?

57

Ensure that all students, regardless of background, have equal access to a high-quality education
89%
38%

Ensure all students complete the 12th grade ready to succeed in college and careers
85%
30%

Ensure that all students earn a high school diploma
79%
42%

Maintain an orderly environment where motivated students are able to learn
76%
34%

Achieve continued improvement on state and national tests of student learning and knowledge
44%
38%

- **Ideally should be the mission**
- Actually is the mission in my school

To ensure that all students complete the 12th grade ready to succeed in college and careers.

Evaluation of this as a mission for the education system
85%
30%

Evaluation of this as a mission for school counselors
84%
46%

- **Actually is the mission in my school**
- Ideally should be the mission

58

- Very true (9–10)
- Somewhat true (6–8)
- Not true (0–5)

7%

36%

57%

APPENDIX VIII

1. **Kentucky Governor's College and Career Readiness Proclamation**

2. **Resolution Supporting the Role of Postsecondary Education in Improving College and Career Readiness by Kentucky's College and University Presidents**

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Proclamation

by

Steven L. Beshear
Governor

of the

Commonwealth of Kentucky

To All To Whom These Presents Shall Come:

WHEREAS,   Education is the key economic engine of the 21st century, and citizens, educators and state policymakers are now more keenly aware of this connection; and

WHEREAS,   Kentucky is committed to increasing the educational attainment of its citizens so more can enjoy a higher quality of life and the benefits of a stronger state economy; and

WHEREAS,   Kentucky must increase its number of high school graduates who are ready for college or careers, and the percentage of those who enroll in college and graduate with degrees; and

WHEREAS,   Senate Bill 1, passed by the 2009 General Assembly, brings together educational partners who are focused and committed to advancing key initiatives to impact college readiness and completion in Kentucky; and

WHEREAS,   Kentucky's higher education system has a clear and significant responsibility to work closely with the K-12 system to ensure that Kentucky students benefit from high-quality teachers, engaged and progressive school leaders, and new college readiness strategies; and

WHEREAS,   Kentucky's colleges and universities, along with their educational partners, including the Council on Postsecondary Education, Kentucky Department of Education, the Education Professional Standards Board, and others, have entered an era of unprecedented and historic collaboration for the betterment of students and the future prosperity of our state;

NOW, THEREFORE, I, STEVEN L. BESHEAR, Governor of the Commonwealth of Kentucky, do hereby proclaim September, 2010, as

COLLEGE AND CAREER READINESS MONTH

in Kentucky, to make known that the Commonwealth's commitment to college and career readiness is for all Kentucky students, and to encourage and sustain the spirit of collaboration as we implement these initiatives.

DONE AT THE CAPITOL, in the City of Frankfort this 1st day of September, in the year of Our Lord Two Thousand Ten and in the 219th year of the Commonwealth.

STEVEN L. BESHEAR
GOVERNOR

Trey Grayson
Secretary of State

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**Resolution Supporting the Role of Postsecondary Education in
Improving College and Career Readiness by
Kentucky's College and University Presidents**

WHEREAS, education is the cornerstone of a strong economy, and a sustained commitment to educational opportunity and student success can bring about fundamental improvement in the quality of life of all Kentucky citizens; and

WHEREAS, too many students come to postsecondary education underprepared for college-level work; and

WHEREAS, Senate Bill 1, passed in the regular session of the 2009 General Assembly, led to the implementation of several key education initiatives to impact college readiness and completion; and

WHEREAS, included in the legislation was a mandate for Kentucky's postsecondary education system to partner with P-12 leaders to align core academic standards, and to develop a Unified Strategy for College and Career Readiness, a comprehensive plan to improve the success of students with readiness needs; and

WHEREAS, Kentucky's postsecondary education system has a clear and significant responsibility to work closely with the P-12 system to ensure that Kentucky's students benefit from high-quality teachers, and engaged and progressive school leaders; and new college readiness strategies; and

WHEREAS, Kentucky's colleges and universities are responding to the needs of Kentucky's P-12 system through expanded outreach and collaboration with local schools, increased education research, innovative methods for preparing and supporting teachers and school leaders, effective professional development programs; and

WHEREAS, Kentucky's P-12 and postsecondary education systems must work together to help students and families understand that postsecondary education is an attainable and financially viable goal and that the future economic well-being of students is tied to education beyond high school.

NOW, THEREFORE, be it resolved that Kentucky's Advisory Conference of Presidents, comprised of the chief executive officers of Kentucky's public universities, Kentucky Community and Technical College System, the Council on Postsecondary Education, and the Association of Independent Colleges and Universities, pledges to continue and expand efforts to build stronger linkages between Kentucky's P-12 schools and postsecondary education, improve student transitions from high school to college, support an ongoing model of collaboration, and lead the postsecondary system in the successful implementation of Kentucky's Unified Strategy for College and Career Readiness.

Done in the city of Frankfort, Kentucky this first day of September, 2010.

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Appendix IV

Expanding Access, Increasing Participation: Post-secondary Educational Opportunities During High School

Interim report of the Governor's Task Force on Expanding Early Post-secondary Access for High School Students in Maine

Expanding Access, Increasing Participation:
Post-Secondary Educational Opportunities During High School

Interim Report of the Governor's Task Force on Expanding Early Post-Secondary
Access for High School Students in Maine

January 2012

I. The Challenge

As educators and policymakers in Maine search for strategies to increase high school completion, post-secondary enrollment and degree program completion, one strategy that shows significant promise is to offer more Maine students the chance to enroll in post-secondary classes while still in high school.

Recent research by the Sen. George J. Mitchell Scholarship Research Institute (2008, 2011) shows that Maine high school students who take courses for college credit during high school are more likely than their counterparts to enroll in two- and four-year degree programs following graduation. In fact, the Mitchell Institute research shows that after participation in early post-secondary training, students without previous intentions of enrolling in two- or four-year degree programs are more likely to pursue degrees. Plus, students who earn college credit during high school enroll in college with a financial advantage: They don't have to pay tuition for the credits they have already earned.

The Mitchell Institute research also shows a general pattern of growth in recent years in early post-secondary participation among Maine's high school students. During the 2010-11 academic year, Maine high school students enrolled in 1,796 college-level courses, compared to 1,022 courses five years earlier. More than 90 percent of Maine high schools allow their students the chance to take such classes for both college and high school credit, according to the Mitchell Institute (2011).

Despite this increased access and participation, not enough students are completing high school, enrolling and succeeding in post-secondary education, and attaining degrees that allow them to find work in sectors of the state's economy where their skills are needed.

Approximately 80 percent of Maine students graduate from high school in four years, placing Maine above the national average for high school completion. However, only about 65 percent of them enroll in some form of post-secondary education.

Of those students who matriculate at Maine's public universities and community colleges, a substantial percentage must enroll in remedial courses to reach the level of proficiency they should have attained in high school. At the University of Maine system, about a quarter of incoming students need at least one remedial course. At the Maine Community College System, 51 percent of students need courses to catch them up in subjects like math, reading and writing.

The high levels of remediation belie low college completion rates. Within six years of enrolling, only 48 percent of those who start work on a University of Maine System bachelor's degree earn the credential. Just 26 percent of Maine students who start work on an associate's degree earn it within three years.

Unfortunately, too few Maine students are successfully completing any sort of post-secondary training just as a growing number of Maine jobs require such preparation. By 2018, almost 60 percent of the state's jobs will require post-secondary education, according to an analysis by the Georgetown University Center on Education and the Workforce (2010). But today, just 36 percent of Maine's population 25 and older has an associate's degree or higher, according to U.S. Census data.

That means Maine must bridge a significant skills gap, especially if the state is to reach the goal set forth by the Maine Compact for Higher Education (2010) that, by 2020, 56 percent of the state's working-age population will have a college degree.

An expansion of post-secondary opportunities for, and participation among, Maine high school students is part of the solution. But while participation in early college opportunities has generally grown in recent years, not all indicators are positive.

Mitchell Institute research shows that participation in early college peaked during the 2007-08 school year, when Maine high school students enrolled in 2,133 college-level courses. The decline in participation since 2007-08 corresponds with shrinking school district budgets and fewer available grant funds to pay for high school students' enrollment in post-secondary courses.

II. The Charge

On July 28, 2011, Gov. Paul LePage issued an executive order forming the "Governor's Task Force on Expanding Early Post-Secondary Access for High School Students in Maine." The Governor's executive order called for a 19-member task force with broad representation from the state's higher education and K-12 education communities as well as the Maine Department of Education and the Maine State Legislature.

The executive order articulated the following charge for the task force:

"The purpose of the task force is to develop recommendations for short-term and long-term solutions to expand access to early post-secondary opportunities for Maine's high school students. The task force must identify existing barriers to access and provide recommendations for removing those barriers and for expanding access to early post-secondary opportunities, including necessary implementing legislation.

> "The duties of the task force include, but are not limited to:
>
> "a. Undertaking a survey of Maine's high schools and colleges to determine the existing availability of early post-secondary opportunities in Maine's high schools;
> b. Reviewing the various approaches by which early post-secondary opportunities are made available to students;

c. Reviewing the research related to early post-secondary opportunities for high school students in other states and internationally, to include how such opportunities are funded; and

d. Developing short-term and long-term solutions to expand access to early post-secondary opportunities for Maine's high school students, to include recommendations for how such opportunities may be funded within existing resources."

Gov. LePage formally appointed the Task Force members on Sept. 19, 2011.

III. What the Task Force Did

The Task Force met four times during the fall of 2011 to learn about existing opportunities for Maine high school students to enroll in post-secondary courses while earning both high school and college credit, review data on participation in early post-secondary classes, identify barriers preventing greater participation in such programs and begin forming recommendations in response to the charge. The group met on Sept. 30, Oct. 31, Nov. 18 and Dec. 6.

On Sept. 30, Task Force members reviewed the executive order creating the group and heard presentations about two regional examples of early post-secondary programs already operating or beginning to operate in Maine.

Scott Voisine of the University of Maine at Fort Kent discussed the pilot year of the Fort Kent area's Early College High School, which places 20 Fort Kent Community High School students on the University of Maine at Fort Kent campus and exposes them to college-level work, allows them to earn both college and high school credit, and offers them support to facilitate the transition. By its third year, organizers expect the Early College High School will enroll 150 students from a number of high schools in the St. John Valley.

Dwight Littlefield of the Maine Department of Education gave a presentation on the "Bridge Year" project, a new and evolving initiative that aligns classes at Hermon High School, United Technologies Center in Bangor, Eastern Maine Community College and the University of Maine to create a clear pathway that allows a participating student to earn a community college associate's degree within a year of completing high school and continue his or her education at the University of Maine. The program expects to enroll 16 students in its pilot year.

On Oct. 31, Task Force members discussed existing statewide early college initiatives and looked at data on barriers to access.

Harry Osgood of the Maine Department of Education spoke about the Aspirations program, which offers high school students taking early college courses a substantial tuition discount with the help of dedicated funds from the Maine Department of Education and participating college campuses. Data from the Maine Department of Education indicated that 653 students were enrolled in the Aspirations program during the spring of 2011. Joan Macri, of College for ME

Androscoggin, discussed the work she does coordinating early college enrollments and registrations with eight public high schools and six partner colleges in Androscoggin County.

Charles Collins of the Maine Community College System discussed the Early College for ME program that allows students undecided about pursuing a college degree the opportunity to take community college courses during their senior year of high school, support through the college admissions and financial aid process, and Maine Community College System scholarships.

Since its start in 2003, Early College for ME has served more than 5,200 Maine high school students. More than 1,600 of them have received Early College for ME scholarships and later matriculated at a campus within the Maine Community College System. A thousand more students enrolled at other colleges after participating in Early College for ME. Currently, the program engages 1,700 high school students each year and offers college placement testing, academic advising, and support in college planning and completing financial aid applications. The program offers these services through 69 high schools and five Career and Technical Education centers throughout the state.

Also at the Oct. 31 task force meeting, David Patterson of the Maine Department of Education discussed AP4ALL, a Department program that allows students to take online Advanced Placement courses for free. During the 2009-10 school year, AP4ALL recorded 187 enrollments in 14 AP courses. That year, 65 percent of AP4ALL participants scored "3" or greater on their respective AP exams, compared to 60 percent nationally. Colleges generally require an AP score of at least "3" before awarding a student course credit.

Lastly, on Oct. 31, Lisa Plimpton of the Mitchell Institute discussed that group's research into early college barriers, access and opportunities for Maine high school students.

On Nov. 18, Angela Dostie of the Finance Authority of Maine discussed a potential funding source for marketing early post-secondary opportunities: the College Access Challenge Grant, which is awarded to entities that design plans to reach out to underrepresented students and encourage them to pursue post-secondary degrees.

David Connerty-Marin of the Maine Department of Education presented the results of the Task Force's survey of most Maine high schools regarding the early college opportunities available to their students. The Department of Education requested that principals and/or guidance counselors at all Maine high schools complete the survey; 104 of about 130 public high schools in the state responded. Also at the Nov. 18 meeting, Wendy Ault of the MELMAC Education Foundation discussed that foundation's work with respect to broadening early post-secondary opportunities.

And a group of Maine guidance counselors discussed the pros and cons of various approaches to early college.

The Task Force devoted its Dec. 6 meeting to discussing barriers to early post-secondary access, potential solutions and preliminary recommendations for the group's report to the Governor and the Legislature's Joint Standing Committee on Education and Cultural Affairs.

IV. What the Task Force Discovered: Barriers to Greater Access

Through a review of existing research, presentations on existing opportunities and fresh survey data of their own, Task Force members discovered that opportunities for, participation in and commitment to early post-secondary opportunities are already common. The vast majority of high schools allow their students to enroll in and receive dual credit for early college courses, and the vast majority of colleges in Maine – public and private – cooperate with high schools to offer such opportunities.

Task Force survey data also show that high schools are pleased with the quality of college courses taken by their students, and that their educators don't hesitate to suggest early college opportunities to their students when they feel it's appropriate. Plus, when high school students enroll in early college courses, they can largely count on additional support from their high schools to help them through the experience.

However, despite the opportunities available, it was clear to the Task Force that significant barriers remain. In its work, the Task Force came to organize barriers into five broad categories:

- o **Transportation and scheduling**. While a number of early post-secondary opportunities are available to Maine' high school students, being able to actually get students to those programs, which involves overcoming scheduling and transportation issues, has proven to be a challenge. Research by the Mitchell Institute, which was confirmed by the Task Force's own survey, found that the combination of scheduling conflicts and transportation issues – how to actually get students to early post-secondary opportunities on college campuses – represent significant barriers.

- o **Funding**. Whether it is funding for schools and colleges to offer early post-secondary programs, funding for students to cover books and fees, or funding for educator training and support, the Task Force saw a lack of funding as another significant barrier. Schools and colleges have a number of early college programs in place, but the sustainability of such programs in the face of continuing budget pressures is uncertain.

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- o **School and district capacity**. While there are early post-secondary opportunities available across Maine, the Task Force heard repeatedly that schools and school districts lack sufficient capacity to provide adequate and consistent help to students in accessing these opportunities. Because there exists no central repository for information on early college opportunities, guidance counselors and other school and district leaders report being overwhelmed by the various application requirements and deadlines, with the result that access to programs is uneven at best.

- o **Access to program information.** One of the effects of the lack of state, school, and district capacity to manage access to early college programs is that information about such programs is hard for school officials and students to come by. Early college opportunities might be more widely accessed if more information about such opportunities was made available.

- o **Policy barriers**. The Task Force also investigated the degree to which there may be state, school or college policies in place that form barriers, intentional or not, to early college opportunities.

V. Recommendations for Addressing Barriers

The Task Force devoted only a single meeting to developing strategies to overcoming the barriers it identified, and as such, the panel's first recommendation is that it continue its efforts into the coming year, in order to more fully analyze and address the issues its work identified.

- • <u>**Recommendation 1**</u>**: That the Task Force, which, under the governor's Executive Order was to have been dissolved upon the completion of this report, continue to meet regularly. The Task Force should move next to developing and implementing an action agenda for each of the issues areas it identified.**

Transportation and Scheduling

Task Force members developed the following set of suggestions to pursue in an attempt to resolve scheduling and transportation conflicts:

Make better use of existing education infrastructure. As Maine's Career and Technical Education (CTE) centers are already in place as regional educational facilities serving all Maine high schools, it makes sense to build upon this existing structure as a means of expanding access to early college opportunities. Transportation is already provided to regional CTE centers, for instance, which makes them a logical place to provide early college opportunities. The CTE centers could also serve as regional hubs for transportation to nearby college campuses.

- **Recommendation 2: That CTE centers work in collaboration with nearby institutions of higher education to pilot the use of CTE facilities as potential access points for early college opportunities.**

Expand the number of dual enrollment courses. Transportation and scheduling conflicts become less of an issue if early college opportunities are offered in a high school setting. Data from the survey conducted by the Task Force revealed that the clear majority of respondents thought offering early college opportunities on high school campuses was critical to expanding access to such opportunities. Additionally, dual enrollment courses alleviate many scheduling issues, as students receive both high school and college credit for courses taken.

- **Recommendation 3: School districts should work collaboratively with nearby higher education institutions to expand the number of dual enrollment courses they offer.**

Make better use of dates and times outside the normal school day and year. While scheduling conflicts exist during the regular school day and year, colleges reported to the Task Force that summer and late afternoon/evening programming have proven to be effective ways of meeting the scheduling needs of students, especially non-traditional students who may be balancing work and family obligations. While there are costs associated with keeping school buildings open later in the day and year, new approaches to maximizing the use of available facilities should be explored.

- **Recommendation 4: School districts should work with nearby colleges and regional CTE centers to explore additional scheduling options.**

Expand access to online and other digital learning options. Digital learning allows a student to take courses at a time, place and pace that is most convenient for him or her. While digital learning options already exist, access to them is uneven, with some schools and colleges offering courses and others not. In a rural state like Maine, online learning can mean the difference between having access to an educational opportunity and having no access to such opportunities at all. Therefore, significant work should be done to expand digital learning options for students across Maine.

- **Recommendation 5: The state Department of Education should work with Maine's institutions of higher education to expand access to online and digital learning options.**

Funding

The Task Force returned a number of times to the issue of funding, both to support early college programming and to assist students and families with costs such as books and fees. While the Task Force explored ideas such as building private sector partnerships, the panel concluded that significant additional investigation needed to be undertaken to identify potential sources of funding for these programs. As noted in Recommendation 1 above, the Task Force suggests that its work on this and other issues continue.

- **<u>Recommendation 6</u>: The Task Force should focus a significant portion of its proposed future work on identifying potential sources of funding for early college programs.**

School and District Capacity

From its very first meeting, the Task Force identified school and district capacity as a significant issue. Task Force member Scott Voisine suggested in his presentation on the early college pilot program in Fort Kent that having dedicated staff working to coordinate that program was key to getting it up and running.

The Task Force's investigation also found, however, that budget pressures in recent years have made it extraordinarily difficult for schools and districts to free up personnel to coordinate these programs.

The Task Force suggested, however, that regional solutions ought to be investigated. It might be possible, for instance, for districts sharing a CTE center to support regional personnel, based at the CTE centers, who can coordinate regional early college programs. In this way, districts can ensure that someone is coordinating these programs, and the cost to each individual district is minimal.

- **<u>Recommendation 7</u>: School districts should investigate using regional CTE center staff to assist in coordinating access to early college opportunities.**

It also became clear to the Task Force that schools and school districts could be helped immeasurably in their work to coordinate access to early college programs if information about such programs were more readily available from a single source. For example, guidance counselors reported to the Task Force that even if they know early college programs exist, they struggle to find information about admissions criteria and enrollment procedures.

The Task Force came to conclude that the state would be well served if a single website were developed to contain, in a centralized place, information about all

early college opportunities. The site should be designed to serve as a resource for school officials, parents and students alike.

- **Recommendation 8**: **The state Department of Education should lead an effort to gather information on early college opportunities and post that information on a single, user-friendly website.**

Access to Program Information

The development of a single website on early college programs, as suggested above, would go a long way toward providing schools and families with needed information on such programs, but the Task Force determined that far more is needed in terms of marketing and outreach. Among the Task Force's suggestions:

- A major early college marketing campaign should be launched, independently of any school or college. The new website would be the central feature of this effort.
- A special effort should be made through this marketing campaign and website to engage first-generation college students and students without prior plans to pursue post-secondary education.
- The marketing campaign should appeal to parents, so they start asking their children's high schools about their early college offerings.
- Special efforts should be made to reach out to high school guidance counselors so they are aware of the full scope of opportunities available to their students.
- Just as outreach is made to educate guidance counselors, other school staff members should be made aware of early post-secondary opportunities, so information isn't confined to the guidance office.
- When students attend classes on a college campus, they need access to the same information as incoming, full-time students regarding the support services available to them on campus.
- Annual college fairs in each region present an opportunity to advertise early college opportunities directly to students.

In summary, a broad information and marketing campaign should be launched to expand awareness of early college opportunities. The Task Force, in its ongoing work, should continue to explore how such an effort could be undertaken.

- **Recommendation 9: The Task Force should work to develop an outreach and marketing strategy, complete with an implementation plan. The Task Force should set a goal of having the proposed website and other components of the marketing plan in place by the start of the 2012-2013 school year.**

Policy Barriers

Several times during the Task Force's deliberations, it became clear that there may be various policies of one kind or another in place at the school, college or state level that form barriers to enrollment in early college programs. For instance, there may be barriers created by state teacher certification laws or school transportation and bussing policies. Colleges or school districts may have policies that award school or college credit for early college courses but not both, which complicates student schedules and discourages early college course taking.

As with other aspects of its work, however, the Task Force did not have the time in its four meetings to explore these policy issues in depth. If the Task Force's work is to continue, as recommended elsewhere in this report, further investigation of policy barriers should be a top priority.

- **Recommendation 10: The Task Force, in its continuing work, should focus on reviewing school, district, college and state policies that may create barriers to access for early college programs. The Task Force should produce a follow-up report with suggestions for policymakers at all levels.**

VI. Conclusion

While the Task Force has put forward a series of recommendations as required by the Executive Order, additional work on this complex set of issues is required, thus the recommendation that the Task Force continue its work. Among the top priorities of the Task Force moving forward are the following:

- Continue to review existing early college programs and report on their outcomes.
- Investigate existing and potential sources of sustainable funding for early college programming.
- Review potential barriers created by policies at the school, district, college and state level.
- Work with stakeholders to create a plan for the development of a statewide outreach and marketing strategy, including development of a statewide early college website.

The Task Force will also continue to investigate the concept of the "five-year high school." As this model was implemented in North Carolina, high schools were

constructed on Community College campuses to provide ready access to enough early college opportunities that students there were able to complete a high school diploma and an Associate's Degree in five years of high school.

Constructing new high schools on the campuses of Maine's Community College system is almost certainly unfeasible, but efforts to expand access to early college opportunities for all students will invariably result in students leaving high school with multiple college credits. Students who are part of the Pleasant Street Academy early college program in Fort Kent, for example, will ultimately graduate from Fort Kent high school with a year or more of college credit.

Moving forward, the Task Force will make it a top priority to investigate ways that expanding the number of dual-credit courses and working with Maine's institutions of higher education to better align coursework and credit transfers could make the five-year high school a reality in every high school in Maine.

In conclusion, the Task Force is pleased to submit this report, but wishes to emphasize once again that early college programming is a complex issue, or rather a complex series of interlocking issues, and that a great deal of continued work needs to be done if the state is to make significant progress in expanding access to these opportunities. The Task Force remains committed to the issue of early college programming, and looks forward to the work ahead.

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Appendix V

Impact of the Transition from NECAP to Smarter Balanced Assessments

Information Regarding the Impact on the School Accountability Index
Of the Transition to Smarter Balanced Assessments

- *Provide additional details on how the transition to assessments based on college- and career-ready standards will affect the School Accountability Index (SAI). See 2.A.i.a.*

  o There is one year remaining in the NECAP testing program. In this system, students are assessed at the beginning of the school year and results are used to determine accountability status for the prior year. This means that the performance of 4th grade students measured in the fall is actually used to determine the status of that school's 3rd grade performance for accountability purposes.

  o When the Smarter Balanced Assessment Consortium assessment is given in the spring of 2015, the results will be used to determine the accountability status for students in the same year they were tested. In other words the performance of 7th grade students will be used to determine the accountability for that's school's 7th grade.

  o Because technically in the current system there is no test that determines the performance of 8th grade students at the end of 8th grade, during the first year of SBAC implementation, 8th grade will be factored into the school's SAI. The state wants to make sure there are two consecutive years of 8th grade student performance (as per the School Accountability Index calculation). Student performance in grades 3-7 and 11 will still be used during the first year of SBAC, however.

  o During the transition period to the SBAC, the state will convene a panel of technical advisors who will review the results of the SBAC assessments along with the results of the first two years under the new accountability system to review Maine's SAI, gap index, and other accountability decision-tree determinations to ensure that the system is indeed identifying and supporting schools with the overall poorest performance and within-school achievement gaps.

Appendix VI

Global Best Practices Toolkit

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GLOBAL BEST PRACTICES

An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning

A SPECIAL THANKS

The authors of this tool would like to express our gratitude and appreciation to the New England Secondary School Consortium Council, our regional steering committee, for the support and leadership it has provided during the first year of our existence. As champions for the vision, mission, and goals of the Consortium, our Council has been instrumental in making our work—including this resource—a success.

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ABOUT THIS TOOL

Global Best Practices: An Internationally Benchmarked Self-Assessment Tool for Secondary Learning is a practical, action-oriented tool for teachers, school administrators, superintendents, school boards, parents, and other members of a school community. The tool grew out of a recognition that national borders no longer define the knowledge, skills, and habits of mind that students need for success, and that New England's high schools may need assistance reviewing learning standards, organizational structures, leadership models, teaching strategies, professional development, and student outcomes in relation to research on high-performing educational systems and practices. *Global Best Practices* is a first step toward defining, in detail, the characteristics of effective 21st century education and applying them to the creation of new models of teaching, learning, and leading in today's high schools.

This tool distills some common characteristics of high-performing schools in the United States and abroad, and presents them in a concise, user-friendly format. Rather than give school leaders and teachers a simple list of recommendations, the tool offers a practical, step-by-step process that schools can use to assess their relative performance in key areas and shape their school-improvement plans. *Global Best Practices* is intended to make this important research more accessible and useful to the schools and educators of New England.

Global Best Practices will be revised and updated as new research and strategies emerge, and as we receive feedback from practitioners who are using the tool in their schools. If you have recommendations for strengthening this resource, we strongly encourage your to submit suggestions to gbpfeedback@newenglandssc.org.

STRANDS + DIMENSIONS

Global Best Practices is organized into three main *strands*, each with its own subsections, or *dimensions*. The strands identify broad areas of focus that every school community should address in its improvement work, while the numbered dimensions are intended to guide in-depth investigations into specific issues or strategies. Each dimension includes comprehensive descriptions that define the concept being explored, as well as a selection of sample strategies and evidence to provide relevant examples of specific policies, practices, and outcomes that schools can consider and reflect on.

TEACHING + LEARNING
1.1 Equity
1.2 Personalization + Relevance
1.3 Academic Expectations
1.4 Standards-Based Education
1.5 Assessment Practices
1.6 International + Multicultural Learning
1.7 Technology Integration
1.8 Learning Communities

ORGANIZATIONAL DESIGN
2.1 Vision, Mission + Action Plan
2.2 School Culture
2.3 Multiple Pathways
2.4 Transitions
2.5 Interventions + Support
2.6 Time + Space
2.7 Data Systems + Applications
2.8 Continual Improvement

SCHOOL LEADERSHIP
3.1 Teacher Recruitment + Retention
3.2 Administrative Leadership
3.3 Shared Leadership
3.4 Moral Courage

FORWARD-THINKING

ABOUT THIS TOOL

HOW TO USE THIS TOOL

Global Best Practices is a comprehensive tool designed to equip schools with a thoughtful process for in-depth professional and institutional self-reflection. While schools are encouraged to work through all twenty dimensions in this resource, it is not necessary to tackle the entire process all at once. Schools may choose a particular strand—such as Teaching + Learning, for example—or a selection of dimensions relevant to their action plan, and then work through these sections first. The process can also be broken up over multiple months, semesters, or years. The most important thing is that schools use this document in ways that work best for them—there is no "right" or "wrong" way to use this tool.

The pages that follow are intentionally structured to be simple, straightforward, and easy to follow. Each numbered dimension offers a detailed profile of a foundational concept or strategy, and a four-step process schools can follow to investigate and reflect on their performance in a particular area. The instructions here will walk your school through the four steps.

STEP 1 >>
READ THE PERFORMANCE DESCRIPTIONS

In Step 1, schools review descriptions of the three performance levels. Keep in mind that these performance levels are merely concise profiles of high schools at various stages of a school-improvement process. Your school may closely resemble one of the descriptions (or it may not), or it could be implementing different elements of all three levels. The purpose of this step is not to force your school into any one category, but to provoke thoughtful, self-reflective faculty discussions about where your school is on a school-improvement continuum. At this time, the educators engaged in the self-assessment can pose questions to one another, take notes, and identify data, documents, or other resources that should be consulted to provide a more detailed picture of what your school is or is not doing in the dimension.

STEP 2 >>
RECORD PERFORMANCE STRATEGIES

In Step 2, schools are provided a list of sample research-based strategies for school improvement. In some cases, your school may already be implementing one or more of the sample strategies; in others, none of the strategies will apply. The list is intended to give schools a sense of the kinds of organizational or instructional practices that are aligned with the dimension and help to explain it in greater detail. These examples offer a range of potential strategies schools might consider if it is determined that work needs to be undertaken in a particular area. Once the list has been reviewed and discussed (either in multiple small groups or as a large group), schools record the specific strategies being implemented in their school to improve student outcomes, instructional quality, or organizational effectiveness in the dimension. We recommend that schools describe the major features of a strategy (i.e., what makes it effective) when recording it during Step 2. If the space provided is insufficient, schools can record their strategies on a separate sheet of paper.

PIONEERING

2

A NEW ENGLAND SECONDARY SCHOOL CONSORTIUM RESOURCE

ABOUT THIS TOOL

STEP 3 >>
RECORD PERFORMANCE EVIDENCE

In Step 3, schools review a list of sample evidence that illustrates the kind of data or outcomes schools should look for to determine if school-improvement strategies have had a positive impact on student performance or the school itself. It is not enough to have implemented a strategy; schools need to know how strategies are impacting students. Again, your school may already be seeing the kinds of results reflected in the list or it may not—the examples are merely intended to give schools a general sense of the types of evidence, whether quantitative or qualitative, they might want to consider or investigate to assess progress in the dimension. It is important that schools strive to record only objective, empirical data and evidence, not subjective perceptions or wishful thinking. If, for example, the sample evidence refers to student surveys, and your school has not conducted student surveys, participating educators should not fill in the blank space with what they may believe to be the case. Anecdotal evidence may be sufficient if confirmed by multiple individuals and supported by several specific examples. If your school does not have any concrete evidence of performance or progress in the dimension, then the next step may be a collective decision to consider collecting and tracking relevant data. The goal of this step is to determine what your school already knows—or needs to find out—about your performance in a given area.

STEP 4 >>
SCORE YOUR SCHOOL

In Step 4, schools reflect on the performance descriptions, strategies, and evidence they have reviewed and discussed, and then place themselves on the continuum of school improvement described in the dimension. The score recorded for your school should reflect a collective consensus that has resulted from an open, honest, and frank discussion. One option is to bring together a representative cross-section of school staff and ask them to complete a self-assessment individually. After all the scores are compiled, determine the mean score and discuss, as a group, why different individuals came up with different scores. Keep in mind that a self-assessment score is not a perfect measure of performance in the dimension, but only a useful guide when engaging in the substantive work of school improvement. If you determine that your school is on the lower end of the continuum, don't be disheartened—a low score should not be seen as evidence of failure or a cause for blame, just as a higher score should not become an excuse to rest on your laurels and stop learning and growing as a community of professionals.

INNOVATIVE

ABOUT THIS TOOL

A FEW THINGS TO KEEP IN MIND

1 This tool does not provide an exhaustive list of performance evidence or strategies, and the descriptions are only intended to be representative, not all-inclusive. Many examples of effective teaching and learning are not represented in these pages—not because they are unimportant, but because of the limitations of formatting and page space.

2 The sections and dimensions in this tool focus attention on a selection of important concepts and high-impact areas to provide schools with a logical structure and process to follow. Obviously, real schools are not neatly organized into clear categories, educational research is unable to take every influence and factor into account, and systemic school-improvement never unfolds according to a perfectly charted step-by-step process. Schools are complex, interdependent learning communities with unique qualities and characteristics, strengths and weaknesses, teachers and students—which means that no tool or process, no matter how well devised, will be able to anticipate or address every need.

3 *Global Best Practices* is a research-based tool that is guided by an unwavering belief in educational equity—giving every student a fair chance to succeed in life. The tool assumes that every graduate should leave high school equipped with the knowledge, skills, and habits of mind needed to succeed in a four-year postsecondary-degree program and in the globally competitive careers of the 21st century. By proceeding on this assumption, the Consortium is not advocating that students be forced to attend college or that enrolling in college is the best choice for every student. Rather, we are advocating that secondary schools apply universally high standards and expectations regardless of a student's background or professed aspirations. Since few adolescents know what they want to do with their lives, and few adults, for that matter, can confidently say that they knew their educational and career path at the age of fourteen, it is our belief that high schools should endeavor to expand life opportunities for students, not foreclose on them prematurely.

4 While many educators and policy makers have recently begun emphasizing the importance of international benchmarking, there is still no consensus on the precise definition of this term or how international benchmarking can be effectively conducted in high schools. In this tool, both domestic and international research studies were considered, and the descriptions and strategies presented in these pages are an attempt to distill the most relevant findings. Instead of simply importing international research with little thought given to the particular characteristics of American schools, we have made efforts to translate this research in ways that will be familiar to American educators. Just as a literal translation of a foreign-language text will produce a clunky, unreadable document, we have endeavored to convert research findings into logical guidance that is appropriate to American educational contexts. And given the vagaries of cultural context, educational research conducted in the United States will be the most relevant to American schools. For more information about the research that informs this tool, consult the *Global Best Practices* literature review.

21ST CENT

USING THE PRIORITY GUIDE

Once your school has completed a section or worked through all twenty of the individual self-assessments, you can use the priority guide on this page to help determine school-improvement priorities and next steps. The guide is merely a graphical aid that will give schools a visual overview of how each individual self-assessment was scored, which can be helpful in determining priorities—if a school scores lower in one dimension than another, it may indicate a weakness or need that should be addressed. The scoring scale used throughout this tool is not an absolute measure of performance, and school leaders must be thoughtful and judicious when determining school priorities as they consider numerous contextual, political, financial, and personal factors that extend well beyond the purview of this tool.

LOWER PRIORITY ⟶ HIGHER PRIORITY

TEACHING + LEARNING	5	4	3	2	1	NA
1.1 Equity						
1.2 Personalization + Relevance						
1.3 Academic Expectations						
1.4 Standards-Based Education						
1.5 Assessment Practices						
1.6 International + Multicultural Learning						
1.7 Technology Integration						
1.8 Learning Communities						

ORGANIZATIONAL DESIGN	5	4	3	2	1	NA
2.1 Vision, Mission + Action Plan						
2.2 School Culture						
2.3 Multiple Pathways						
2.4 Transitions						
2.5 Interventions + Support						
2.6 Time + Space						
2.7 Data Systems + Applications						
2.8 Continual Improvement						

SCHOOL LEADERSHIP	5	4	3	2	1	NA
3.1 Teacher Recruitment + Retention						
3.2 Administrative Leadership						
3.3 Shared Leadership						
3.4 Moral Courage						

ABOUT THIS TOOL

5

TEACHING + LEARNING

6

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Academic, social, and aspirational inequities across the student body may have been identified, but no formal or strategic actions have been undertaken to address them. Underperforming students (defined as performing below grade level) typically fail to catch up to their peers, and school data indicate that these students generally come from economically, socially, or educationally disadvantaged backgrounds. The school's courses, curricula, and instruction do not promote common high expectations for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and student-subgroup data are not disaggregated or analyzed. While all students have access to enriching school activities and co-curricular programs, actual participation patterns reveal that disadvantaged students participate at significantly lower rates. Some staff members, parents, and community members display considerable resistance to adopting strategies that would promote a more equitable school structure.

3 DEVELOPING

Inequities across the student body are monitored regularly, at least annually. The school is beginning to use disaggregated data and formative assessments to identify individual student needs. The school offers some support opportunities to academically struggling students, but interventions are not systemic or integrated into regular courses. Some academic tracks have been eliminated, but barriers to accessing higher-level courses remain in place. A small number of staff, parents, and community members remain resistant to adopting strategies that promote greater equity. Participation in enriching school activities and co-curricular programs is relatively consistent across the student body, including those students who may have formerly been disengaged. Student voice and personalization are considered when programs are developed or refined.

5 PERFORMING

The school community has embraced the belief that all students can succeed. Teachers actively promote positive self-images and high academic expectations for all students. Every student is enrolled in academically rigorous, college-preparatory courses, and the school does not offer "watered-down" or outdated courses that do not prepare students for success in college or modern careers. Classroom instruction goes beyond more traditional didactic practices to include personalized, student-centered strategies that engage and support diverse learning styles. Course expectations—including those for assignments, assessments, and grading—are explicit and public. A coherent system of performance monitoring and student interventions promotes academic acceleration (not traditional remediation) for both underperforming and high-performing students. A variety of academic options and graduation pathways provide opportunities for students to participate in the design of their own personalized educational experiences.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
☐					
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Enroll all students in untracked, heterogeneously grouped classes, and train all teachers in differentiated instruction and the use of formative assessment to identify and meet individual learning needs.
- Leverage additional school resources—whether human, financial, material, instructional, or experiential—to help overcome the disadvantages of social background for underperforming, at-risk, and minority students, including pairing the most effective and experienced teachers with the most underprivileged students.
- Remove barriers (such as prerequisites) that might prevent or discourage students from taking more challenging courses (including Advance Placement or International Baccalaureate options) or meeting basic admission requirements for college prior to graduation.
- Create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need to not only perform at grade level, but also to succeed in higher-level courses (e.g., Advanced Placement, International Baccalaureate, dual enrollment, co-curricular activities).
- Regularly communicate with all parents—particularly parents from low-income or other disadvantaged households—while proactively encouraging their participation in school governance, activities, and programs.
- Establish a school-wide system for monitoring student performance and socialization issues, and have guidance counselors work closely with teachers to provide practical and timely college and career guidance to all students.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- No significant achievement or aspiration gaps exist among students from different cultural, racial, ethnic, gender, socioeconomic, linguistic, or special-needs backgrounds.
- Underperforming ninth-grade students are performing at or above grade level by the end of tenth grade.
- Student participation in electives, higher-level courses, and co-curricular and extracurricular opportunities is consistent across all student subgroups.
- College-enrollment rates are high, even among first-generation students from families with no college-going history.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

7

TEACHING + LEARNING

STEP 1 ›› READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Teachers use a limited repertoire of instructional strategies. Curriculum design and lesson planning reflect whole-group learning targets with little personalization or differentiation. The school is not organized to provide personalized learning or mitigate performance gaps, and teachers do not have timely access to data on individual student learning needs or progress. In-depth inquiry, student collaboration, and the application of real-world skills are absent from most courses and lessons.

3 DEVELOPING

The school's vision and mission have been revised to reflect a school-wide commitment to serving all students. Teachers are actively learning about personalization and differentiation. Most teachers have received professional development and support for using formative assessments, new learning technologies, and student-centered strategies that can help identify student needs and increase academic personalization. Courses are still fairly traditional, classroom-based experiences, but teachers are beginning to use instructional practices proven to engage diverse types of learners. The school has implemented an advisory structure for students, but both students and teachers report that the time is not being used effectively.

5 PERFORMING

The faculty has made a bold public commitment to creating a student-centered culture and learning environment, and personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student reflect this commitment. Teachers regularly review student data to diagnose learning needs and improve instructional practice. The school has implemented systems (such as advisories) that help teachers get to know their students well. The school provides a variety of curriculum options, universal access to digital technologies, and multiple learning pathways both within and outside of the classroom. Students take a proactive role in designing their own education and planning for future learning. By using personal learning plans, portfolios, rubrics, online course-management tools, or other strategies, teachers help students manage their own educational experience. Teachers and school leaders regularly communicate with parents, encourage their involvement in the academic life of their children, and use Web-based tools to ensure that parents are knowledgeable about their children's academic progress. Classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.

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STEP 4 ›› SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

1	2	3	4	5

☐
NOT ADDRESSED INITIATING DEVELOPING PERFORMING

8

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Ensure that all courses, syllabi, lessons, and instructional strategies are developmentally appropriate and informed by educational and cognitive research.
- Disaggregate and analyze multiple sources of data to determine the needs of individual students and student subgroups.
- Engage all students in co-designing challenging, long-term projects that culminate in a public exhibition. (In addition to more traditional research and writing projects, these can include community-based learning, service learning, internships, and other alternative-learning options.)
- Conduct classroom observations on an ongoing basis and regularly analyze up-to-date information about the academic performance and socialization of individual students.
- Provide professional development so all teachers can differentiate instruction and personalize learning.
- Provide multiple pathways for students to meet learning standards, including extended learning opportunities (internships, community-based volunteerism, etc.), online courses, and dual enrollment experiences.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Student surveys and comments indicate a high degree of academic engagement, satisfaction with their teachers, and a strong desire to continue learning beyond high school.
- A significant percentage of the student body participates in internships, volunteerism, and other community-based learning opportunities, and participation is consistent across all student subgroups.
- Absences, expulsions, behavioral issues, and dropout rates are declining.
- Course failures during the ninth and tenth grades have declined dramatically.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

9

TEACHING + LEARNING

10

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
Students are often engaged in time-consuming, lower-skill activities that add relatively little tangible academic value to the school day. Course-enrollment patterns reveal that low-achieving students from disadvantaged households tend to be enrolled in less-challenging courses that are taught by new or less-qualified teachers. Most classroom-based assessments rely on multiple-choice questions that measure only content knowledge and basic skills. Teachers infrequently engage students in long-term projects, complex problem solving, and other tasks that require the application of knowledge and higher-level reasoning skills. Remedial courses deliver less-rigorous instruction at a slower pace, and underperforming students are not always given the additional time they need to catch up to their peers. Special-education students are often separated from their peers, and the stigma associated with this label tends to reinforce negative self-images of academic or personal potential.	The lowest academic tracks have been eliminated, and most students are enrolled in college-preparatory courses. Prerequisites for higher-level courses—including honors, Advanced Placement, International Baccalaureate, and dual-enrollment courses—have been removed so that any motivated student can access challenging learning experiences regardless of past academic performance. School leaders and teachers have reviewed the academic program and eliminated outdated or nonessential courses. Some teachers are collaborating to develop interdisciplinary courses that explore concepts from multiple perspectives, but these opportunities are not accessible to all students. Student data are analyzed to identify underachieving students, and teachers are investigating and using intervention strategies focused on learning acceleration (not remediation), but these support strategies are not yet integrated into regular courses and coursework.	The administration and faculty have developed a common definition of academic rigor that is based on real-world learning needs, including research on the skills and knowledge needed to succeed in demanding postsecondary-degree programs and globally competitive modern careers. A concise set of academic objectives has been clearly articulated for every course and communicated to every student. Most units and lessons are thematic, cross-curricular, and explicitly address "21st century skills," such as finding and organizing information to solve problems, planning and conducting long-term investigations, analyzing and synthesizing data, applying knowledge and skills in new situations, self-monitoring and self-directing, communicating and writing well, and working independently and in teams. Students are given time to investigate ideas in depth, and all students are engaged in long-term projects, exhibitions, and other performance-based demonstrations of learning. A variety of instructional strategies allow students to learn at their own pace and in ways that work most effectively for them. Teachers utilize interactive instructional techniques and regularly collaborate on intensive projects.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

1   2   3   4   5

☐
NOT ADDRESSED   INITIATING   DEVELOPING   PERFORMING

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Ensure that course sequences are based on developmental learning progressions and are aligned across grades to eliminate content gaps and repetitions.
- Engage all students in intensive, long-term, in-depth lessons and projects, rather than content review or extended text-based activities.
- Treat all students as if they are college-bound: require every student to take a nationally recognized college-entrance exam (SAT, ACT), apply to at least one postsecondary-degree program, and complete the Common Application for Undergraduate Admission and the Free Application for Federal Student Aid.
- Offer a college-planning program for parents that begins in the ninth grade, especially for parents from disadvantaged households, and provide a variety of workshops, materials, and assistance strategies to ensure these families have the information and practical guidance they need to encourage, support, and finance their children's postsecondary education.
- Engage community mentors and local experts to support students working on intensive, long-term projects.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- Scores on standardized tests and local assessments are rising, particularly among traditionally underperforming student subgroups.
- The number of first-generation and low-income students enrolling in and completing postsecondary-degree programs has increased dramatically, and the percentage of graduates needing remedial coursework in college has decreased.
- A high percentage of students graduate with a strong set of demonstrated academic and real-world skills, as evidenced by college acceptances, scholarships, travel plans, grant awards, community-service awards, internship offers, or other recognitions and opportunities that are a direct extension of their high school work.

OUR EVIDENCE IN THIS DIMENSION

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TEACHING + LEARNING

11

TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

3 DEVELOPING

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

5 PERFORMING

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

1	2	3	4	5

☐

NOT ADDRESSED	INITIATING	DEVELOPING	PERFORMING

12

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Use curriculum mapping to align coursework not only with state standards, but also with companion standards that address local needs, regional issues, college readiness, and preparation for globally competitive 21st century careers. Make completed curriculum maps and other course materials accessible online.
- Develop a communication strategy and related materials that clearly describe the advantages and details of your standards-based system for prospective students, parents, colleges, and employers.
- Engage the entire faculty in collaboratively creating common rubrics and assessments that promote greater coherence and comparability across grade levels and course curricula.
- Require teachers to use the same reporting processes and online student-information system to centralize and streamline grading and reporting.
- Utilize thematic, interdisciplinary instruction built around long-term investigative projects that require students to apply knowledge and solve complex, real-world problems.
- Ensure that your school's standards-based reporting system can be readily translated to meet standard college-application requirements, including a GPA-conversion formula and materials that explain the standards-based reporting system to admissions personnel.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Student scores on standardized tests and assessments are rising, particularly among traditionally underperforming subgroups.
- There are no significant performance gaps among students from different socioeconomic, cultural, or special-needs backgrounds.
- College-remediation rates among recent graduates are low and college-persistence rates are high or rising.
- Nearly all students are performing at or above grade level by the end of tenth grade.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

13

TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The school primarily uses a "one-size-fits-all" approach to assessment, and most assessments employ fixed-response, selected-response, and multiple-choice questions that primarily measure recall. The assessment literacy of teachers is limited, and many are unaware of research-based assessment strategies or the impact that varied assessment strategies can have on student learning. When students struggle to demonstrate what they have learned, assessment practices seldom change when students are retested. Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency. Student learning is assessed infrequently, and assessment data are rarely used to modify instructional strategies.

3 DEVELOPING

More teachers are employing multiple assessment strategies in the classroom, but these practices are unevenly applied across the school and only occasionally result in personalized instructional modifications. Faculties are supported in increasing their understanding of assessment design and in matching assessments to specified learning goals. The school has started using more innovative assessment strategies—including exhibitions and portfolios—but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity. The school has provided a few professional development opportunities to improve faculty understanding of effective assessment design and how assessment strategies can also be a learning tool for teachers and students. Assessment data is being reviewed and analyzed sporadically to inform instructional practices.

5 PERFORMING

The teaching faculty has embraced assessment as a critical component of the learning process. The school has created a coherent system of varied, curriculum-embedded assessments that are aligned with standards and designed to capture a broad range of student learning. Teachers have received training in using assessments to identify and respond to student learning needs and are skilled in the use of diagnostic assessment. Formative, performance-based assessment strategies are used in every classroom throughout the school year to identify emerging student needs so that teachers can modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and model real-life situations and applications. Learning expectations are clearly communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. Teachers provide specific, detailed, and timely oral and written feedback to students on their learning strengths and weaknesses. Students are provided with differentiated assessment opportunities, where appropriate, so that they have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time, resources, and support they need to demonstrate proficiency.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

NOT ADDRESSED	1 INITIATING	2	3 DEVELOPING	4	5 PERFORMING

14

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Employ multiple assessment strategies and sources of evidence throughout the school year, including performance-based assessments, selected and constructed responses, questioning strategies, teacher observation, personal communication, self-assessments, student portfolios (including Web-based portfolios), and public exhibitions of student work. Based on these assessments, teachers provide meaningful, actionable feedback to students.

- Ensure that formative and summative performance-based assessments utilize open-ended questions and multi-step problem solving that require students to analyze problems, apply knowledge, think critically, and write extensively.

- Design assessment instruments and tasks so that all students have the opportunity to demonstrate proficiency, including English-language learners and students with special needs.

- Evaluate assessments to prioritize depth over breadth and determine if assessments are designed to show how students have mastered essential knowledge, skills, and habits of mind.

- Create opportunities for individual faculty members and professional learning groups to research proven assessment strategies, share best practices, and integrate them into practice.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- The administrative team and faculty can cite critical student-performance data by content area, grade level, and student subgroup.

- There are no significant performance gaps among students from different socioeconomic, cultural, or special-needs backgrounds.

- Student exhibitions evidence high levels of creativity, innovation, intellectual sophistication, and applied skills.

- Parents—particularly those from first-generation, low-income, and other disadvantaged households—are informed about their child's academic progress, understand the standards and methods of assessing mastery of standards, and are engaged in helping their children succeed academically.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

15

TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some teachers rely on outdated textbooks and learning materials that primarily espouse an American or Eurocentric point of view. The school only offers instruction in one or two European languages, and there are no alternative options for students interested in learning other world languages. History and social science courses focus primarily on the American experience and rarely explore the emerging global interconnectedness of societies and cultures. The school's vision and mission do not address international learning or multicultural awareness. Students and teachers have reported incidences of racial, ethnic, and religious slurs being used during or outside of school. English-language learners spend most of the day in separate classes, and students, parents, and community members from other countries are rarely invited to share their backgrounds and experiences with students.

3 DEVELOPING

School leaders and teachers recognize the importance of exposing students to global issues and perspectives, and the school's action plan outlines specific objectives for expanding international-learning opportunities for students. The school has added new world-language courses and is working to forge partnerships with regional high schools and local colleges to enhance world-language opportunities. The school offers programs designed to increase multicultural understanding among staff and students, but these opportunities are often elective, offered after normal school hours, or unconnected to curriculum and instruction. Teachers make efforts to recognize and honor the cultural diversity of their students, and lessons are often modified to include material relevant to the social and cultural backgrounds represented in the class. ELL students, immigrant families, well-traveled students, and leaders of local cultural institutions are occasionally invited to present their experiences in classes. Students increasingly participate in exchange programs, travel-abroad opportunities, volunteerism, internships, leadership programs, and other opportunities that expose them to different societies and cultures.

5 PERFORMING

Enhancing student understanding of international issues and world cultures is not only an explicitly stated goal of the school, but school leaders and staff have made a concerted effort to incorporate international knowledge, cultural diversity, and global values into all programs and learning opportunities. Students have access to a variety of world-language learning options and experiences. International issues and perspectives are emphasized across the content areas and embedded in the curriculum and learning materials, particularly in world history, geography, anthropology, literature, art, culture, economics, politics, and current-event lessons. Humanities, history, and social studies courses go beyond "flags, fun, food, and festivals" to explore the global interconnectedness and interdependence of societies, cultures, and economies. Learning opportunities designed to foster a greater understanding of diverse cultures and belief systems are integrated into the school day and into co-curricular programs. Students, parents, and staff who are members of immigrant or minority groups are seen as valued community resources and are often called upon to share their expertise and experiences.

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STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

1	2	3	4	5

☐

NOT ADDRESSED   INITIATING   DEVELOPING   PERFORMING

16

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Recognize culturally important themes and events, particularly those that reflect the diversity and interests of the student body.
- Increase world-language course offerings, and coordinate with other schools, colleges, or cultural institutions in the region to share world-language educators and resources, or to provide online and distance-learning courses in languages for which a full-time hire may be impractical or infeasible.
- Emphasize challenging issues with global ramifications in science courses, such as climate change, biodiversity and ecosystem loss, fisheries depletion, deforestation, and food and water shortages.
- Make use of visiting lecturers, service-learning projects, sister-school programs, student and faculty exchange programs, and virtual exchange programs to expose students to different cultures, increase multicultural understanding among students, and internationalize curriculum and instruction.
- Ensure that courses and co-curricular programs address problems and challenges that result from racism, discrimination, ethnic conflict, and religious intolerance.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- The number of students enrolling in and passing non-traditional Advanced Placement world-language courses (e.g., Chinese, Japanese, Hebrew, and Arabic) has increased.
- The engagement, performance, and co-curricular participation of the school's English-language learners have increased significantly, as has participation in school activities among immigrant or minority families.
- There is no evidence of student violence, bullying, or behavioral issues stemming from racial, ethnic, cultural, or socioeconomic differences among students.
- Student coursework and assessments demonstrate a strong understanding of local, national, and global issues.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

17

TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Access to computers and online resources is limited due to scheduling issues, and inadequate supply of computers, outdated hardware and software, or a lack of skilled technical support. The school is not wireless and persistent technical issues occasionally shut down or disable the network. The faculty does not use common online applications to plan, organize, and manage courses, or to track student data related to lessons, performance, and demographics. The school does not provide professional development in the use of new digital learning technologies, and some teachers remain uncomfortable using digital learning applications in the classroom. The school does not have a long-range technology plan.

3 DEVELOPING

The school has a computer lab equipped with new computers, a variety of learning software, and a full-time learning-technology specialist, but an insufficient supply of computers, scheduling issues, and other minor problems limit teacher and student access to technology. Teachers are growing increasingly skilled in using digital tools and applications, but these practices are often limited to online researching, word processing, emailing, and other basic strategies. A few teachers in the school are highly skilled in using technology to increase student engagement and performance, but the school does not provide structured opportunities for advanced practitioners to model instruction or share best practices with their colleagues. Most students take at least one general course in digital and online literacy prior to graduation, but the school does not offer courses in practical technology skills—such as computer programming, digital photography, or graphic design—and computer skills are only occasionally integrated into regular courses. A secure, stable network provides reliable connectivity throughout the school facility.

5 PERFORMING

Technology use across the school is transformative, changing the way that teachers teach and students learn. The school is a one-to-one learning environment, and each student has a laptop computer that can be used throughout the school day and after school hours. Student learning extends beyond the classroom to include real-world tasks or communication with experts outside of the school. Teachers take advantage of course-management software, a common student-information system, open-source applications, and other digital tools to facilitate the planning, organization, and communication within and across courses. The faculty consciously promotes and models digital citizenship and online responsibility, including respect for intellectual property, appropriate documentation of online sources, and ethical conduct and safety in online social interactions. Learning technologies and online resources are used on a daily basis in most courses, and every teacher has developed strategies to effectively integrate digital tools into their pedagogy. Technology is used to engage students in sophisticated knowledge construction, complex problem solving, peer collaboration, and the virtual exploration of global issues, and every student is required to demonstrate a high level of technological literacy prior to graduation. A strategic, long-range technology plan takes into account emerging needs and increases technology resources over time.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
☐					
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

18

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Post all syllabi, assignments, and course materials online.
- Require students to maintain online portfolios of their work and use course-management software to stay informed about their courses and to communicate electronically with teachers and peers.
- Encourage teachers to create and publish online videos, podcasts, slideshows, blogs, and other digital resources that help students contextualize content, apply knowledge, and learn more effectively.
- Use videoconferencing, chatting, social-networking sites, and other online communication technologies to create virtual-exchange experiences that expose students to experts and peers across the country and around the world.
- Create and online "repository of best practices" to facilitate the sharing of professional literature, effective lessons, instructional materials, and teaching strategies across content areas and grade levels.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Student exhibitions display a sophisticated understanding of new learning technologies: e.g., students have created films, musical compositions, science experiments, and new software programs using digital tools.
- Students regularly participate in technology-based projects outside of the classroom, including high-tech internships, online entrepreneurism, and technical-support services for the school community and local organizations.
- Teachers have an in-depth understanding of student learning needs that would not have been possible without the aid of databases, online resources, and other digital applications that allow them to disaggregate data and communicate more effectively with students and parents.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

19

TEACHING + LEARNING

STEP 1 >> **READ THE PERFORMANCE DESCRIPTIONS**

1 INITIATING

Teaching practice is largely individualistic and uninformed by current research, collegial feedback, formative assessments, or student data. Classroom doors are generally closed and faculty members rarely observe one another teaching or have focused discussions about specific instructional strategies or student needs. The administrative team is largely focused on managerial responsibilities, and only a limited amount of time is devoted to investigating proven best practices, analyzing student-performance trends, and participating in professional learning. School policies do not explicitly support ongoing professional learning, and teacher schedules and workloads do not provide time for collaborative work and study. Some tensions among the faculty may go unresolved for long periods of time.

3 DEVELOPING

Teacher interactions indicate that there is a growing sense of trust, appreciation, and mutual respect for one another's contributions to the school community. Several teachers have been trained to facilitate professional sharing among teachers, and a significant percentage of the teaching faculty meets every month to discuss student work and instructional strategies. The administrative team has taken steps to stay informed about current research, analyze student data, distribute best-practice literature to the faculty, and support the ongoing professional learning of every teacher. Time for collaborative preparation and planning is provided to teachers during the school day, but this time is often unstructured, loosely facilitated, or unproductive in terms of improving classroom instruction across the school.

5 PERFORMING

Faculty interactions are characterized by the kind of collegiality, trust, and respect that result from strong personal relationships, professionalism, and mutual appreciation. Teachers regularly observe one another's practice and provide constructive feedback that is based on a shared understanding of effective teaching, learning goals, and student needs. The faculty has developed a "shared language" for discussing instruction, assessment, and other critical elements of teaching and learning. All teachers are involved in consistent, group-based professional conversations that are well established, organized, skillfully facilitated, and goal-driven. Group agendas and conversations focus on addressing the specific tasks and strategies of student-centered, inquiry-based teaching and assessment. Faculty meetings are characterized by enthusiasm, intellectual curiosity, and a sense of collective responsibility for improving student learning and outcomes, particularly among traditionally underperforming student subgroups.

STEP 4 >> **SCORE YOUR SCHOOL**

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5

☐

NOT ADDRESSED · · · · · INITIATING · · · · · DEVELOPING · · · · · PERFORMING

20

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Create a professional development program that balances graduate courses, external workshops, conferences, and school visits with job-embedded professional learning, including mentoring, instructional coaching, classroom observation, data analysis, and professional learning groups.
- Create a centralized online repository of research, best-practice literature, rubrics, scoring guides, curriculum maps, and effective lesson plans that can facilitate sharing and ongoing professional learning.
- Develop a "shared language" among the faculty for discussing instruction, assessment, and other essential elements of teaching and learning.
- Require all teachers to participate in a structured professional learning group that meets at least once a month for two hours or longer. Ensure that these sessions are well facilitated and follow a purposeful agenda focused on instructional improvement and student performance.
- Create time in the schedule for professional learning groups to meet regularly during the school day.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Interdisciplinary collaboration and team teaching are common, and teachers are knowledgeable about the learning expectations of their colleagues' content areas and the instructional practices they use.
- The school has lower dropout rates, reduced absenteeism, and fewer behavioral issues.
- Teachers report a more positive view of their students' abilities, more enthusiasm for teaching, more rewarding interactions with colleagues, and a stronger desire to continue learning and developing their own skills.
- Teachers are not only attending more conferences and other local or national learning opportunities, but they are also submitting proposals to lead presentations or facilitate workshops.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

21

ORGANIZATIONAL DESIGN

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The school has a public vision and mission, but these statements have not been reviewed for many years and no longer reflect the needs of the current student body or the values and contributions of the current staff. The school's improvement plan does not represent a collective commitment or reflect the expressed values of the school community. State and federal funds for school improvement and professional development often go underutilized or unused. Many major decisions appear to contradict the school's mission statement, but faculty, students, and parents rarely discuss these inconsistencies. Teaching, assessment, and reporting practices are inconsistent across grade levels, departments, and classrooms.

3 DEVELOPING

The school has collaboratively developed a public vision and mission that reflects the contributions and values of diverse stakeholders in the school community, although some staff members and parents remain critical of the school's new direction. Despite broad-based participation in its development, the action plan tends to reflect the personal interests and desires of a few strong voices. School leaders have discussed the action plan with all staff members and some community leaders. These communication efforts have increased support among parents, the public, and the local media. The principal has presented the school's action plan to the school board and received general approval of its goals and strategies. Major decisions are increasingly aligned with the school's vision, mission, and action plan, and instructional practices are being modified to reflect the school's stated goals and values.

5 PERFORMING

In collaboration with staff, students, parents, community members, and local policy makers, the school has created a bold, student-centered, long-term vision for ongoing school improvement and professional growth. The mission and vision statements express a unified value system that is based on personalizing teaching and learning, promoting common high expectations, cultivating student aspirations and ambitions, and nurturing the holistic development and wellness of every student. The language of the vision and mission is clear, understandable, and powerful, and it exemplifies the shared principles and ideals of the school community. These statements have been formally endorsed by the school board, local policy makers, and business and community leaders. The vision and mission are used to guide all budgetary, staffing, and instructional decisions, and to shape annual action plans. The action plan and all relevant documents are publicly available online, and school and community stakeholders are familiar with its major goals and strategies.

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STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
☐					
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

22

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Invite a broad representation of school and community stakeholders to collectively develop a vision and mission that are ambitious but feasible, and based on proven, research-based strategies.
- Have school leaders and teachers, in collaboration with a school coach or colleagues from other schools, meet for several days during the summer to revise the school's action plan for the coming year based on an extensive review of quantitative and qualitative data from the previous year.
- Utilize online applications to track progress on action-plan objectives and to enhance transparency, accountability, and communication among staff members involved in implementing the action plan.
- Align supervision, evaluation, and hiring procedures with the school's vision, mission, and school-improvement plan.
- Establish trusting relationships with local editors, journalists, and producers, and proactively communicate with the media when either difficult issues or success stories arise.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- All students demonstrate consistently high achievement regardless of their gender, cultural background, socioeconomic status, or special needs.
- The community embraces the school's mission, values, and action plan, as evidenced in surveys of parents and other stakeholders.
- Local media outlets regularly run stories on the school's improvement work and profile student success stories.
- The school board, state representatives, and business and community leaders are informed about the school and publicly supportive of its goals.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN

23

ORGANIZATIONAL DESIGN

24

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 | INITIATING

Some efforts have been made by school leaders to energize the staff, but general morale and motivation remain low. Adult interactions occasionally lapse into complaints, gossip, and other negative commentary about students, colleagues, or the school itself. Teachers unevenly enforce rules about student behavior, and persistent classroom-management issues too often become the focus of teacher attention and disrupt learning for students. Students have few opportunities to participate in school governance, and parents and community members infrequently or unevenly participate in school programs and events. Co-curricular and extracurricular activities do not engage students from a variety of backgrounds, and exclusionary cliques are common across the student body. Staff, students, and parents occasionally report incidences of bullying and derogatory language by students.

3 | DEVELOPING

The school has formal procedures that allow students, staff, and parents to voice concerns directly to the administrative and leadership teams. Innovation and risk-taking by teachers are accepted, although it is seldom encouraged or expected by school leaders. Improved collegial relationships are having a noticeable impact on staff motivation and morale. Administrators and teachers have developed a communication plan that is helping to keep parents and community members informed about the school and engaged in its activities. Student behavioral issues tend to be minor, and there is little evidence of bullying or harassment by students. Students from diverse backgrounds participate in co-curricular and extracurricular activities, but the same handful of students tend to assume leadership roles.

5 | PERFORMING

The school's commitment to equity is not just proclaimed in its mission statement, but is evident in every program, course, and interaction. Adults in the school do not make unconstructive critical statements about students, colleagues, or the school itself. School leaders and faculty encourage innovation, risk-taking, and professionalism in the classroom, and effective teaching is recognized and rewarded. The school community has collaboratively created and endorsed a system of shared beliefs, traditions, and practices that celebrate positive values and encourage a safe and inclusive school environment. The entire faculty feels individually and collectively responsible for the academic success, personal growth, and well-being of every student. Students feel a sense of pride in their school and ownership over their learning. Students from diverse social and cultural backgrounds are active in school governance and serve as leaders in co-curricular and extracurricular activities. Administrators and faculty actively attempt to resolve any tensions or problems that may arise. Co-curricular programs and course-embedded lessons address diversity awareness and the importance of cultural sensitivity, and students are encouraged to explore and question their own beliefs about race, ethnicity, sexual orientation, and disability. School leaders and staff do not tolerate hurtful language, prejudicial behavior, or the perpetuation of false stereotypes about other people and cultures. Student successes both in and outside of the classroom are publicly celebrated.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Ensure that all teachers intentionally model positive behaviors and actively promote positive student self-images of academic ability, future aspirations, and personal potential in the classroom.
- Hold open community forums in which school leaders candidly discuss school matters, and in which participants—students, parents, community members—are encouraged to speak up and raise concerns.
- Use agendas, protocols, norms, and other strategies to ensure that staff meetings are well organized, efficiently run, and focused on improving instructional quality, collegial relationships, and the student experience—not just administrative issues.
- Make special efforts to reach out to and involve historically disengaged parents in school activities.
- Encourage students to assume leadership roles and help promote a positive school culture.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Teachers, students, and parents are informed about school plans and activities, and student and parent participation in school decisions and activities is increasing.
- Extreme competitive behavior among students is not evident in the classroom, in communal spaces, or on the athletic field.
- More students are arriving early and staying late to meet with teachers and take advantage of learning opportunities.
- Discipline referrals have decreased and attendance rates are above 95%. Major student problems—such as depression, drug abuse, and suicide—are extremely rare.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN

25

ORGANIZATIONAL DESIGN

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The curriculum is a series of classroom-based courses culminating in a high school diploma, and students infrequently engage in learning experiences outside the classroom. Interdisciplinary collaboration is rare, and teachers infrequently use strategies to make content more relevant or to connect students with local issues, leaders, organizations, and opportunities. Student choice is primarily limited to course selection, and most courses do not integrate personalization strategies that address different learning styles and needs. The school has not taken steps to develop partnerships with local businesses or collegiate institutions, and it does not have established internship or dual enrollment programs. Technical education is entirely separate from the academic program. Students are given few opportunities to earn academic credit outside of classroom-based courses.

3 DEVELOPING

Multiple course options are available, although course content and sequences are largely predetermined and learning expectations are applied unevenly. Most courses are still taught in traditional classrooms, but teachers are gradually redefining their conceptions of what an effective learning environment can or should be. Online credit-recovery provides students who have failed one or more courses with alternative learning options that allow them to catch up to their peers and graduate on time. The school is responsive when students propose alternative pathways to meeting graduation requirements, but the faculty has not developed a system to encourage innovative, student-designed projects. Teachers in the academic program are beginning to collaborate with educators from the local technical program, and several integrated courses expose students to rigorous academic content while giving them the opportunity to develop applied skills. Partnerships with local business and collegiate institutions have led to the development of new internship and dual enrollment programs, but only a small number of students are taking advantage of these opportunities.

5 PERFORMING

The school and faculty have adopted a general pedagogical philosophy that teaching strategies, learning environments, and time can be variable, but learning standards will remain constant. The school provides a variety of learning pathways to every student—including classroom-embedded, co-curricular, and outside-of-school pathways—that accommodate different learning styles while applying the same universally high academic expectations. Students are encouraged to take an active role in planning their own education, and opportunities to propose and co-design additional projects or courses of study are provided. Access to and participation in alternative learning options is consistent across all student subgroups, and all pathways prepare students for success in college and globally competitive modern careers. The school's career and technical education program is integrated into and aligned with the school's academic program, and students are encouraged to select courses from both programs. Vibrant internship and dual enrollment programs enroll a significant percentage of the student body.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

26

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Develop strategic partnerships that provide the kind of intellectually rigorous courses and programs that prepare students for college and technology-driven, 21st century workplaces (e.g., career and technical centers, community-based education programs, institutions of higher education, etc.).

- Forge partnerships with local or state colleges and universities to develop dual-enrollment programs for eleventh- and twelfth-grade students.

- Create curriculum-integrated, career-based programs—such as apprenticeships, internships, or job-shadowing—that enhance student understanding of career paths and strengthen school, community, and local business connections.

- Develop new graduation policies that provide more flexibility in meeting learning standards (e.g., a policy that requires students to complete a service-learning project before graduation).

- Monitor and track student engagement and dropout rates, and interview dropouts to determine the primary reasons why they left school.

- Develop alternative programs and adult-education pathways for dropouts to earn a high school diploma.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Attendance, graduation, college-enrollment, and internship-participation rates have increased dramatically, and dropout rates are low and decreasing.

- A broad variety of students—including higher- and lower-performing students, male and female students, and students from higher- and lower-income households—take advantage of the school's career and technical programs.

- A significant number of students are graduating with transferable college credits and postsecondary certifications.

- Follow-up surveys indicate that dropouts have returned to school or completed an adult-education program.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN

27

ORGANIZATIONAL DESIGN

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING

Teachers have little information about the learning needs of incoming students, and the school has not developed a strategy for keeping parents informed about and involved in their children's education. Teachers rarely communicate student-learning needs across grade levels, and academic course progressions are not always articulated or aligned from one grade to the next. The school does not receive student data from its sending schools. Although individual teachers take a personal interest in their students' development, there is no systemic strategy for helping teachers identify student needs as they transition into high school or progress from grade to grade. The school has little information on student outcomes following graduation, such as data on college enrollment, remediation, and persistence rates.

3	DEVELOPING

Better communication with sending and receiving schools is beginning to occur, but these strategies tend to focus on administrative or logistical issues, not data exchange or student needs. The curriculum in most courses is aligned with collegiate expectations, although some students continue to be enrolled in courses that do not result in true college-ready preparation. The school has created an advisory structure that pairs every incoming student with at least one adult in the school, but the purpose of the program has not been clearly articulated and some advisories tend to be disorganized or unfocused. The school offers a variety of extended learning options, internships, and college-preparation programs to juniors and seniors, but these opportunities are largely being utilized by historically high-performing students from more advantaged households. The school tracks information on graduates, but rarely analyzes it to improve programs and support strategies for current students.

5	PERFORMING

School leaders and teachers have established strong connections between sending and receiving schools that focus on both programmatic alignment and student-needs issues. Teachers at different grade levels routinely discuss individual student learning needs—particularly for academically struggling students from disadvantaged backgrounds—and school structures ensure that every student is known well by at least one adult in the school. Courses and curricula have been articulated across grade levels, and with sending middle schools and postsecondary expectations, to mitigate content gaps and ensure a seamless continuum of learning. Teachers are knowledgeable about all content-area expectations and grade-level standards, particularly the specific standards for students transitioning into and out of their grade level. The school gathers and analyzes postsecondary data on their graduates and uses that information to improve postsecondary-planning programs and support systems.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5

NOT ADDRESSED · INITIATING · DEVELOPING · PERFORMING

28

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Implement teaming (students paired with a consistent group of teachers) during the ninth and tenth grades to increase personalization and enhance teacher understanding of individual learning needs.
- Align all learning expectations, curriculum, and instruction with the school's primary sending middle schools so that entering ninth-grade students are equipped with the skills needed to succeed.
- Create a well-coordinated dual-enrollment program that allows students to take college courses for both high school and college credit, and that provides on-campus learning experiences and exposure to collegiate life.
- Beginning in the ninth grade, offer a comprehensive college- and career-planning program to all students and parents that is focused on practical guidance, including selecting a degree program, filling out applications, applying for financial aid, budgeting for college expenses, writing a resume, and interviewing well.
- Adopt a graduation policy that requires students to apply to at least one postsecondary-degree program and to complete the Common Application for Undergraduate Admissions and the Free Application for Federal Student Aid.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Course failures, absences, behavioral issues, and dropout rates are low or decreasing among ninth- and tenth-grade students.
- College enrollment and persistence rates—particularly among first-generation, minority, and immigrant families—are rising significantly each year.
- A significant percentage of juniors and seniors are participating in summer learning programs, internships, peer tutoring, dual-enrollment courses, volunteerism, political campaigns, social-change activism, and other experiences that develop leadership skills, maturity, active citizenship, and preparation for postsecondary learning and adult life.
- The number of students taking standardized college-entrance exams, such as the SAT, ACT, and Accuplacer is increasing, particularly among student subgroups that have not historically aspired to a collegiate education.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN

29

ORGANIZATIONAL DESIGN

30

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Interventions and support strategies are only offered occasionally outside of regular courses and school hours. When available, academic support is not integrated with regular courses and primarily consists of repeating material at a slower pace using the same general instructional strategies employed in regular classes. Special education is a separate academic track, and students enrolled in this program not only spend a great deal of time isolated from their peers, but they experience social stigma related to the label. Detailed data on absenteeism, behavioral incidences, and course failures are not consistently tracked or regularly analyzed to identify potential at-risk or underperforming students who may be in danger of failing or dropping out. School disciplinary policies lead to suspensions and other measures, compounding learning deficits for many students.

3 DEVELOPING

Intervention and support strategies are available to all students, but they are rarely evaluated for effectiveness or modified from year to year in response to fluctuations in student performance or needs. Academic support is viewed as an "add on," not as an essential component of effective teaching and learning that should be integrated into courses to accelerate learning for all students. Academic-support personnel receive little professional development, rarely coordinate with classroom teachers, and often employ the same instructional strategies that proved ineffective in regular courses. The school is taking steps to develop a comprehensive intervention system, but support strategies are not systemic, remain insufficiently challenging, and are provided too late in the school year to have a meaningful influence on performance.

5 PERFORMING

All teachers in the school take professional responsibility for student outcomes, including course failures and low aspirations, and the school's accountability and support systems ensure that all students receive the personalized interventions and instructional time they need to achieve high learning standards. Teachers across content areas regularly discuss the learning needs of their shared students, while co-developing personalized support strategies for struggling and at-risk students. Academic support is focused on acceleration, not traditional remediation, and strategies are regularly evaluated to determine if student outcomes are improving. All students—both high-performing and low-performing—are engaged in some form of individualized academic acceleration, which has reduced the negative self-images and stigma typically associated with support options. Incoming ninth-graders are pre-assessed to determine learning needs, and interventions are provided at the first indication that a student is falling behind.

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STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

1   2   3   4   5

NOT ADDRESSED   INITIATING   DEVELOPING   PERFORMING

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Use "early warning" strategies such as formative assessment, student-led conferences, and advisories to help identify academically struggling and at-risk students before they fall too far behind or drop out.

- Develop a comprehensive intervention system that utilizes a variety of integrated, mutually reinforcing support strategies, including after-school programs, summer school, co-teaching, peer tutoring, companion and bridge classes, and course-embedded supplemental instruction.

- Ensure that academic-support and extended-learning options are highly inclusive, offered to all students, integrated into all courses, and available to both low-performing and high-performing students, including independent studies and honors challenges.

- Provide all teachers with professional development focused on classroom-embedded support, personalized learning, and academic acceleration.

- Have skilled support staff—literacy coaches, special education teachers, guidance counselors, technology specialists—work closely with teachers to coordinate and enhance the quality of student interventions.

- Provide regularly scheduled planning time for the classroom teachers and interventionists supporting common students.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Academic support is no longer stigmatized within the school community, but is viewed as a positive, essential component of the learning experience.

- Nearly all students are performing at or above grade level by the end of tenth grade.

- Graduation and college-going rates have increased significantly among traditionally underperforming subgroups.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN

31

ORGANIZATIONAL DESIGN

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The instructional strategies employed by teachers are often hampered by time constraints and generally emphasize content coverage rather than depth of student learning. The school calendar, daily schedule, and other important information are not consistently updated or publicly available online for students and parents. School facilities are generally closed to the public on evenings, weekends, and during the summer, and few community organizations use the school for meetings, events, or programs. Outside of lockers, students are not given personal space, such as reading nooks or workstations. The majority of seniors attend school for only a few hours each day, and many of these students do not use this extra time to increase their readiness for college, work, or adult life.

3 DEVELOPING

Teachers have discussed how learning spaces and time can be used more efficiently or effectively, and the majority of teachers are making efforts to incorporate proven practices that make better use of instructional time. The school, however, has not adopted formal policies to support these innovations. School facilities are being used more frequently for community activities and extended learning programs, but these opportunities are rarely integrated with the school's academic program and student participation is sporadic. Extended school hours, a year-round calendar, and other flexible scheduling approaches are starting to be employed.

5 PERFORMING

All teachers ensure that lessons and pedagogy are being refined to make efficient and effective use of instructional time. Learning time is varied, enabling students to master skills and gain knowledge based on their unique learning needs rather than an inflexible common schedule. The school has redesigned its facilities and space to ensure that they are conducive to learning, and administrators have identified and prioritized needed improvements and upgrades. The school has made concerted efforts to become a learning center for the community, and school facilities are frequently utilized after normal school hours and on weekends throughout the year. The weekly school schedule includes time for professional sharing, collaborative lesson planning, and professional development for all teachers. School leaders have investigated developmentally appropriate class-scheduling strategies, longer blocks of time, extended school days, off-campus learning, and other flexible scheduling strategies that can empower teachers and students to work and learn more creatively. The school has taken steps to create flexible, multipurpose learning spaces that can be used in a variety of innovative and non-traditional ways by both students and teachers.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
☐					
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

32

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Conduct a "time audit" to identify trends and patterns in how instructional time is being used in every course.
- Restructure teacher schedules and workloads to increase the amount of time teachers devote to collaborative planning, preparing lessons, curriculum design, evaluating student work, professional learning groups, data analysis, instructional refinement, professional development, meeting with students and parents, and other responsibilities related to improving pedagogical effectiveness (in some high-performing countries, for example, teachers often spend less than 50% of their work time in the classroom).
- Publish a master schedule online so every member of the community can access information about all school and community events for the year.
- Involve students in planning the use of existing school facilities and any proposed expansions, including projects to develop environmentally sustainable practices and test the facility for environmental contamination.
- Prioritize all structural improvements, equipment purchases, and staffing decisions to ensure that student-learning needs are met first.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- More students and teachers are arriving at school early or staying late to take advantage of school resources and learning opportunities.
- Parent involvement in school activities, fundraisers, and volunteer opportunities has increased, particularly among low-income, first-generation, and immigrant families.
- Community members and business leaders regularly provide expertise, services, and personal time to the school.
- The school facility is increasingly used during evenings and weekends to host adult education programs, community celebrations, and public forums.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN

33

ORGANIZATIONAL DESIGN

34

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
Annual student data are made available to school leaders and teachers, but it is often too late in the year to guide action plans, curriculum modifications, or professional development. The school uses a largely paper-based system for tracking and analyzing student data, and information is stored in different files and locations, making it difficult to access and organize. Frequent errors are uncovered in school and student data—even in state and federal reporting—and responsibilities for collecting and reporting data are not clearly defined. Teachers are unskilled in using data to identify student learning needs, and instruction is often predetermined and standardized even in courses that include a mix of student learning styles, performance histories, grade levels, or cultural backgrounds.	The school has developed a defined process for collecting, archiving, tracking, and analyzing student data that uses computers, databases, and other relevant digital applications for storing, retrieving, and analyzing data. Although the school has converted to a centralized data system, historical data remain disorganized and have not yet been entered into the new system. Data is regularly shared with the staff, but it is often confusing or misunderstood and only occasionally leads to changes in organizational design or instructional practice. School leaders have recruited skilled staff members and teachers to ensure the integrity, reliability, and utility of the school's data system. All teachers use data systems for grading and reporting, but many teachers are not yet using data diagnostically to improve instruction and personalize learning for students.	Current and historical student data are an integral part of the school's decision-making process and academic program. The faculty is trained in how to use data to guide program improvements and help personalize instruction for all students. The school has a data-collection system in place that allows the faculty to look beyond test results and general percentages to identify institutional strengths and weaknesses, as well as patterns of performance across courses, content areas, grade levels, student subgroups, and individual students. The school has clearly defined performance objectives, and student data are tracked and reviewed to determine progress made toward achieving long-term goals. Professional learning groups regularly use disaggregated student data to guide their own professional growth, and teachers regularly make data-informed instructional modifications intended to address the identified needs of their students. Parents have online access to essential information and updates about their child's education. A thoughtful communication strategy utilizes online technologies to keep parents, local policy makers, and the public apprised of school-performance data and ongoing efforts to improve student outcomes.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5

☐

NOT ADDRESSED   INITIATING   DEVELOPING   PERFORMING

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Make use of a common student-information system and other technological tools to track, disaggregate, and analyze student data (include data required for state and federal reporting, but also data that can help identify priority areas for instructional improvement, such as course failures, intervention outcomes, and postsecondary success data).

- Provide parents with online access to up-to-the-minute information on the academic status of their children, including information about current and upcoming assignments.

- Use the National Student Clearinghouse's StudentTracker for High Schools system to track the college-enrollment and -persistence rates of all graduates.

- Undertake a comprehensive data review at the end of each year to identify specific strengths and weaknesses that can shape the coming year's action plan.

- Conduct confidential surveys of students, parents, and teachers to collect data on school culture, teacher effectiveness, and other important issues.

- Utilize professional learning groups and other school-embedded professional development structures to ensure that teachers understand the importance of analyzing data, and have time to disaggregate student data, discuss their findings with colleagues, and determine research-based solutions to improve classroom practice.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Regular upgrades in data technology and ongoing refinement of the data-collection process are increasing efficiency and minimizing errors.

- Surveys of the faculty indicate that data is used to guide both programmatic and instructional decisions.

- Historically disengaged parents are more informed about their children's academic progress and are taking a more active role in their children's education.

- Discussions about student data at the faculty and community levels are aligned with the school mission and action plan, and are focused on addressing identified student needs.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN 35

ORGANIZATIONAL DESIGN

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Supervision and accountability procedures are largely top-down and teachers view efforts to evaluate their practice primarily in terms of job security, not professional improvement. Professional development opportunities are randomly selected, sporadically offered, and unconnected to a coherent plan for ongoing, school-wide improvement. Very little common-planning or preparation time is built into the school schedule for teachers, and faculty members rarely collaborate on curriculum design and interdisciplinary lessons. The school offers late-start and early release days, but many teachers use these opportunities to catch up on personal work or deal with short-term logistical issues. Funding streams are generally disconnected and available resources are not used to support a strategic, long-term school-improvement plan.

3 DEVELOPING

The school has an action plan that is reviewed and revised annually, but it is somewhat confusing, cumbersome, and overly ambitious. The faculty has developed academic-improvement goals, but these goals are general and not specific to content areas or student subgroups. Teachers are energized to improve instruction and learning opportunities for students, although new ideas and initiatives are often introduced haphazardly, resulting in some inefficiencies, confusion, and burdensome workloads. Teachers are beginning to see themselves as knowledge workers, and a culture of professional inquiry, self-reflection, and evidence-based teaching is emerging. Some teachers are participating in self-designed study groups, but the school has not yet offered the training and support necessary to institutionalize professional learning groups across the school. Teachers regularly participate in conferences and seminars, yet school leaders have not developed a coherent professional-development plan that is based on academic goals and identified student-learning needs.

5 PERFORMING

The school's action plan is ambitious, but achievable, and focused on a relatively limited number of targeted, high-priority goals each year. School-wide academic-improvement goals are based on identified programmatic or instructional weaknesses, and specific goals have been set for content areas and student subgroups. The action plan is driven by multiple measures—not just standardized assessment results—including student-level data and community demographics. School goals are clearly and regularly communicated to the school community. Progress toward achieving action-plan objectives is monitored throughout the school year, and transparency, collaboration, and consistent communication ensure accountability to the vision and objectives of the action plan. Disaggregated student data and assessment results are used to inform strategic planning and professional development, and the impact of professional learning is continually monitored using teacher surveys, assessment trends, and other data. Teachers view themselves not as employees or passive recipients of professional development, but as a community of leaders, knowledge producers, and student mentors. The school budget, grant funding, and other resources support the priorities and actions outlined in the school's improvement plan.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
☐ NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

36

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Provide teachers with time for classroom observation, common planning, and other collaborative strategies intended to improving instructional quality.
- Ensure that professional development addresses the characteristics of effective instructional improvement identified by research: (1) create awareness of weaknesses in individual practice; (2) provide precise knowledge of best practice; and (3) motivate teachers to improve.
- Foster a pedagogical culture of research and inquiry in which teachers regularly review, discuss, and act upon the latest educational, instructional, developmental, and cognitive research.
- Examine collective bargaining agreements and look for ways to offer incentives (e.g., public recognition, sabbaticals, subsidized graduate study, professional advancement, etc.) to encourage teachers to improve classroom practice.
- Appoint expert mentor teachers trained in facilitation skills, coaching techniques, and instructional modeling to help new or struggling teachers.
- Contract a long-term school coach—i.e., a skilled facilitator and school-improvement strategist who develops trusting relationships and a strong understanding of the school and its needs—to help guide the school-improvement work.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- Ten percent of teacher work time (or more than a hundred hours a year) is devoted to professional development, including professional learning groups, instructional coaching, and other forms of school-embedded learning.
- At least ten percent of district or school budgets are devoted to providing professional development designed to improve instructional quality.
- Teacher surveys indicate that improvement strategies are regularly discussed with colleagues, mentor teachers, and school coaches, and a culture of cooperation, collegial, and professionalism is evident among the staff.
- Classroom observations are used to improve practice and not simply for annual performance evaluations.

OUR EVIDENCE IN THIS DIMENSION

ORGANIZATIONAL DESIGN 37

SCHOOL LEADERSHIP

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Administrators select new teaching hires with little input from staff members, students, parents, and other stakeholders in the community. Teacher performance is not considered in the annual evaluation process, and disparities in student outcomes across courses are not investigated, discussed, or understood. New teachers receive little formal professional support, and the official guidance they receive is primarily focused on procedural issues, not instructional improvement. The school has a difficult time retaining experienced or motivated faculty, which has resulted in high turnover rates and persistent inconsistencies in programs and standards. Nearly all teacher time is spent in the classroom, and interdisciplinary collaboration is rare. The school does not have a formal professional-development program, and when professional-development opportunities are provided they are not aligned with the school's vision, mission, action plan, or identified staff needs.

3 DEVELOPING

Teachers contribute to the hiring process, including participation on interview committees, although the school tends to hire the most qualified candidates without sufficiently considering whether their background, personality, motivation level, and other factors are a good fit for the school community or its student needs. The school's induction process creates a welcoming environment for new hires by pairing new, less-experienced faculty with a veteran mentor teacher who provides regular guidance throughout the first year. After the initial induction period, structured opportunities for ongoing instructional coaching, professional learning, collaboration, and career growth taper off significantly.

5 PERFORMING

The school has a rigorous, multi-stage teacher-selection process that has been collaboratively developed with input from staff, students, and representative stakeholders within the school community. Every prospective teacher is evaluated against a clear, concise teacher profile that is aligned with the school mission and that outlines expectations for content knowledge, pedagogical skill, professional conduct, ongoing learning, and other essential attributes of highly effective teaching. Background, personality, motivation level, and other critical job-performance factors are considered during the hiring process to help ensure that new teachers are not only qualified, but a good fit for the school community and its needs. Beginning teachers are paired with an experienced mentor teacher who provides regular support, guidance, and in-class instructional modeling during the first two to three years of practice. Supervision and evaluation procedures are differentiated to accommodate the strengths and needs of teachers at different stages of their careers. Thoughtful professional-advancement and performance-recognition procedures motivate teachers to increase their professional expertise, pursue advanced degrees, assume leadership roles, and make valuable contributions to the school community.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
□					
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

38

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Recruit new teachers and administrators who graduated in the top 10%–25% of their class, and offer competitive entry-level salaries and other incentives to top candidates.
- Develop rigorous criteria and a multistage selection process for new hires that involves diverse representation from across the school community.
- Look for faculty candidates that embody the qualities of effective teachers as identified by international research: (1) strong literacy and numeracy skills, (2) strong communication and interpersonal skills, (3) a willingness to learn and grow as a professional, and (4) a strong desire and motivation to teach.
- Examine traditional collective bargaining agreements and salary scales and look for ways to restructure these processes to encourage teacher leadership, increase scholarly activities, and focus professional growth on improved student learning.
- Create at least a three-year probationary vetting period for new hires—during which their teaching skills are observed and teaching assignments are different than those of veteran teachers—before offering a permanent position.
- Provide new teachers with ongoing mentoring, practical-skill coaching, guided practice, and extra professional development during their first three to five years of teaching, and select mentor teachers and instructional specialists based on their proven record of effective teaching and coaching.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- The faculty is composed of teachers from a broad range of backgrounds that bring varied professional skills, talents, and experiences to the classroom.
- Active engagement in professional learning has increased conference attendance, the pursuit of more advanced degrees, and other indicators of improved professional motivation among the faculty.
- Faculty turnover is low or decreasing.
- Faculty surveys reflect high or increasing levels of job satisfaction.

OUR EVIDENCE IN THIS DIMENSION

SCHOOL LEADERSHIP

39

SCHOOL LEADERSHIP

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

School administrators are primarily focused on budgetary, building, and behavioral management, and relatively little of their time is devoted to instructional leadership. Major decisions are made by the superintendent or principal with little input from staff or students, and these decisions often seem random or unconsidered to many members of the school community. The principal has not clearly articulated his or her vision for the school or its academic program, and many administrative decisions are not aligned with the school's stated learning goals, action plan, or identified student needs. The principal is largely uninformed about the instructional practices being used throughout the school, and has not made professional development a school or budgetary priority.

3 DEVELOPING

The principal's vision for the school has energized some faculty members and stakeholders, but a few outspoken faculty, student, and parent voices remain opposed to the new direction. Despite good intentions, building-management and budgetary issues continue to absorb a significant amount of the principal's time, which has diminished his or her ability to take a stronger leadership role in improving instructional quality throughout the school. The principal and other administrators regularly praise and encourage the teaching staff, but they display little actual knowledge about or understanding of the teaching and learning taking place throughout the school on a daily basis. The principal recognizes that a good leader empowers others to assume leadership roles and work more effectively, and he or she has made a public commitment to promoting more shared-leadership opportunities in the school. During the summer, school leaders meet with faculty to review and refine the school's action plan, but administrators often fail to assess progress throughout the year and hold staff members accountable when responsibilities and tasks are not completed. The school has created a leadership team that includes diverse representation from across the school community, but the leadership team is not consulted when some major decisions related to the school mission, action plan, and academic program are being made.

5 PERFORMING

The principal is a skilled instructional leader who understands teaching, regularly observes classrooms, and spends the majority of his or her time trying to understand the needs of the student body and develop a student-centered academic program that can meet those needs. The principal has articulated a bold, clear, and compelling vision for the school that is supported by a majority of the faculty, students, and parents. The principal and administrative team are committed to providing high-quality professional development to all teachers, and efforts are made to cultivate leadership skills, increase professional knowledge, and use feedback from teachers and students to improve practices and leadership strategies. Administrators make teaching assignments based on identified student needs and specific academic goals, not on tradition or personal preference. Performance data are used to make a compelling case for redesigning school structures and modifying practices in ways that will address student needs more effectively. A commitment to transparency and robust communications keeps all stakeholders apprised of efforts being made to realize the school's vision and mission. The principal recognizes that the school is a public, democratic institution, and that faculty, parents, and other stakeholders need to be involved in major governance decisions. The principal not only honors all voices and listens to concerns, but he or she acts responsively and proactively to address issues before they become a major problem.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5

☐

NOT ADDRESSED   INITIATING   DEVELOPING   PERFORMING

40

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Involve faculty and community stakeholders in hiring a principal with a strong classroom-teaching background and deep understanding of how to lead systemic school-improvement process.
- Devote at least 50% of the principal's time to school and instructional improvement (i.e., leading curriculum discussions, providing formative and summative feedback to teachers on instruction, participating alongside teachers in instructionally focused professional development, examining student data with teachers, etc.).
- Leverage formal leadership roles to foster a student-focused culture in which student needs—both individual and collective—take priority over other concerns.
- Require the principal to participate regularly in professional learning groups with faculty and with principals from other schools to discuss common issues and effective leadership strategies.
- Conduct annual whole-school reviews, using multiple measures and data sets, to determine what resources and support teachers need to improve student performance and outcomes.
- Develop communication processes that ensure the principal regularly and openly discusses the school's work with the staff, community, school board, superintendent, state legislators, and other community leaders.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- The school community—especially the superintendent, school board, and faculty—have developed a rigorous selection process for new principals to ensure that the qualifications, skills, and personalities of candidates fit the school's vision, mission, and values.
- The principal and other school leaders regularly visit classrooms, meet with individual teachers and students, and attend school and community functions.
- The principal knows the names of students and staff, and is deeply knowledgeable about the school.
- Teachers and students regularly bring their concerns to the principal and/or leadership team.

OUR EVIDENCE IN THIS DIMENSION

SCHOOL LEADERSHIP

A1

SCHOOL LEADERSHIP

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The school's governance structure and decision-making process have not been clearly articulated or publicly shared, and participation in major school decisions remains closed to most stakeholders. Most decisions are top-down and made with little input from the staff despite some attempts to broaden participation in governance. The school has not institutionalized processes that encourage and support aspiring teacher-leaders, and school-supported professional development does not explicitly address leadership-building skills. School priorities have not been clearly articulated or communicated, which has created confusion about staff responsibilities and led to a general reticence about taking risks or trying new approaches.

3 DEVELOPING

The school has developed a shared governance structure, but roles, operational specifics, and accountability procedures remain somewhat vague and undefined. Teachers and other staff members have a greater understanding of the rationale for and intention of decisions made by the principal, and efforts to improve communication and transparency are fostering greater trust and confidence in the administrative team. Leadership roles are routinely offered to the staff, but decision-making authority is limited and leadership responsibilities fall within narrowly defined parameters. Teachers do not feel entirely comfortable questioning administrative decisions, suggesting alternative approaches, or incorporating new strategies into their classroom practice. The principal operates under the belief that he or she needs to be involved in every school decision, which creates a "bottleneck" when it comes to implementing and advancing new initiatives.

5 PERFORMING

The school has created a leadership committee made up of a representative selection of stakeholders (administrators, teachers, students, parents) from diverse socioeconomic, cultural, and special-needs backgrounds. A consistent leadership team—made up of skilled, knowledgeable, and motivated faculty—plays a major role in leading school-improvement efforts, shaping the school's strategic plan and academic goals, advocating for the concerns of staff and students, and improving communication and understanding between the administration (school board, superintendent, school administrators) and all stakeholders in the school community. All teachers are held to high expectations, but they are also given the decision-making autonomy they need to address and remain responsive to student needs. The school culture is collaborative, respectful, and collegial, and the staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, and the public. The faculty is involved in critical instructional decisions, including the selection of instructional resources, the design of professional development, and the creation of the school's action plan. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been marginalized or underrepresented.

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STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
☐					
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

42

STEP 2 >> RECORD PERFORMANCE STRATEGIES

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE STRATEGIES

- Create a system of communication, transparency, and accountability that ensures fidelity to the school's vision, mission, and action plan.
- Examine supervision-and-evaluation procedures and other school-wide decision-making processes for ways to encourage greater shared leadership.
- Create ad-hoc working groups, coordinated by a consistent school leadership team, to address specific issues or achieve specific goals.
- Create a process for administrators to regularly meet with individual staff members to discuss job satisfaction, career aspirations, and personal and professional growth.
- Develop a career pathway, which includes professional support and graduate courses, for motivated teachers to assume greater leadership responsibility over time and eventually attain administrative certification.
- Host public forums in which administrators and other school leaders inform the school community about major decisions and strategic plans, and ensure that meeting minutes and other information are distributed in a timely fashion and made available online.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- Parent participation in school activities has increased, particularly among traditionally underrepresented families.
- Student participation in school governance, co-curricular activities, community volunteerism, activism, political campaigns, voting, and local, state, and national student-leadership opportunities has increased.
- Surveys of teachers, students, and parents indicate a high degree of satisfaction with school leadership and support for major school decisions.
- Parents, community members, and local business leaders and policy makers are informed about the school and its programs, and the local news media regularly profiles positive stories of student success and teacher leadership.

OUR EVIDENCE IN THIS DIMENSION

SCHOOL LEADERSHIP

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SCHOOL LEADERSHIP

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING

The school culture is largely characterized by complacency and a "don't rock the boat" mentality, and many important decisions are made in the effort to sidestep potential resistance or pushback from staff and parents. There are no formal structures or processes in place to examine student data at the classroom or team level, largely due to a desire to avoid singling out a specific teacher, group, or department. The principal and other school leaders routinely avoid confrontation or discussions about persistent issues, and poor student-performance results are not openly or honestly discussed with individual teachers. Poor scores on state assessments and other unflattering data may be hidden, excused, or minimized. Inappropriate and unprofessional behavior is often tolerated, which has eroded trust and collegiality among the staff. The school culture remains largely resistant to self-reflection, and the belief that "we're doing good enough" persists despite evidence that too many students are failing to succeed or graduate.

3	DEVELOPING

The superintendent, principal, and leadership team have developed a strategic plan for confronting challenges that may arise in response to school-improvement efforts. Decisions are increasingly guided by identified student needs, research on school effectiveness, and sound principles—not by a fear of confrontation, resistance, or possible failure. The school community is no longer making excuses for poor student scores or other unfavorable data, but is taking steps to identify the root causes and undertake strategic actions to address the issues. Administrators, teachers, and other staff have collaboratively developed standards and norms for professional behavior and interactions, although unprofessional behavior by some individuals continues to go unacknowledged by administrators and colleagues. The school's action plan is bold and ambitious, but the principal and leadership team have been unwilling to advocate for key elements with the superintendent and school board, even though the strategies are in the best interest of their students.

5	PERFORMING

The principal, administrators, and teacher-leaders skillfully handle contentious issues and defend equitable ideals and practices—even in the face of actual or potential attacks—that promote positive learning outcomes for all students. Good intentions and well-laid plans are not undone by careless words or actions, but they are achieved through collaboration, professionalism, and goal-driven moral courage. Each faculty member assumes personal responsibility for addressing interpersonal issues before they turn into problems. School leaders are self-reflective, process concerns and conflicts openly, and move the collective dialogue beyond personal issues and interests. School faculty and staff advocate for the school's improvement work within the community, and the principal and leadership team work closely with the superintendent and school board to advance critical policies that support a student-centered academic program. When difficult situations arise, the principal proactively communicates with staff, students, parents, and the larger community to minimize the spread of misinformation, including reaching out to school board and local media. In general, challenges are not avoided or postponed, but embraced by administrators, faculty, and staff.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

1	2	3	4	5

☐

NOT ADDRESSED	INITIATING	DEVELOPING	PERFORMING

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STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Openly review the school mission statement with staff, parents, and the community, and compare existing practices and organizational structures with the mission statement to ensure that programs are in alignment with its expressed principles.
- Adopt an "open door" policy so that any staff member, student, or parent with a significant concern about the school can meet with the principal and leadership team.
- Announce the school's commitment to equitable practices and outcomes for all students, and have the principal publicly outline a clear plan for achieving these goals.
- Establish a set of school-wide norms that encourage open conversation within and outside of the school regarding student performance results and other data.
- Adopt a set of shared expectations and norms—aligned with the school's vision and mission—for staff meetings, professional conduct, and adult-student relationships.
- Allow time in faculty meetings for staff members to raise concerns and question decisions in a constructive, respectful, and supportive manner.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Criticism and differing opinions are expressed constructively and respectfully among staff and within the school community generally.
- Student interactions reflect the positive behaviors, attitudes, and social skills modeled by teachers and other staff members.
- Administrators and teachers regularly ask students and colleagues for feedback on their leadership and pedagogy.
- School leaders regularly discuss the school's efforts with the district leadership and, when necessary, advocate for changes to district or state policies to create an environment that is more supportive of the school action plan.

OUR EVIDENCE IN THIS DIMENSION

SCHOOL LEADERSHIP

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NOTES

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ACKNOWLEDGEMENTS

RESEARCH NOTE

ABOUT THE NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

The New England Secondary School Consortium is a pioneering regional partnership committed to fostering forward-thinking innovations in the design and delivery of secondary education across the New England region. The five partner states of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, and lead our educators into a new era of secondary schooling. The Consortium's goal is to ensure that every public high school student in our states receives an education that prepares them for them for success in the colleges, careers, and communities of the 21st century.

From the schoolhouse to the statehouse, the Consortium is working to develop and support bold educational strategies that empower the next generation of citizens, workers, and leaders to be prosperous and knowledgeable participants in our global community. The members of the Consortium recognize that the traditional ways of educating students are no longer aligned with today's civic and professional expectations, and that the time has come to rethink the traditional high school experience on a regional scale. By building equitable systems of public secondary education in each of the five partner states, the Consortium plans to make the knowledge, skills, and habits of mind that were once the possession of a few the universal standard for all. To this end, the Consortium will support the development of high-performing, internationally competitive schools and educational experiences that will better mirror the lives and learning needs of today's students. No longer limited by building design, geography, or educational convention, we envision these high-performing schools becoming versatile community learning centers that prioritize individual learning needs, blend secondary and postsecondary experiences, provide engaging educational opportunities both inside and outside the classroom, and offer a variety of student-designed pathways to graduation—all while emphasizing global understanding, multicultural awareness, technological literacy, real-world applications, and other challenging 21st century skills.

The Consortium is funded by the Nellie Mae Education Foundation, the largest philanthropy in New England focused exclusively on education, in partnership with the Bill & Melinda Gates Foundation. The Great Schools Partnership, a nonprofit school-support organization based in Portland, Maine, is the Consortium's lead coordinator.

NEWENGLANDSSC.ORG

Appendix VII

Indistar® Indicators

With required improvement steps and strategies for Maine Priority and Focus schools

Indistar Indicators (Rapid Improvement & Turnaround Principles)

Indicator Report - School Indicators For Maine Schools

*KEY: Denotes Required Element for Priority and Focus Schools

Student and School Success Principle Indicators

Student and School Success Principle 1: Strong leadership - Team structure

ID01		A team structure for schools is officially incorporated into district policy. (36)
ID02		Teams that include family and community members are representative of the demographics of the student population. (3060)
ID03		All teams have written statements of purpose and by-laws for their operation. (37)
ID04		All teams operate with work plans for the year and specific work products to produce. (38)
ID05		All teams prepare agendas for their meetings. (39)
ID06		All teams maintain official minutes of their meetings. (40)
ID07		The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
ID08	KEY	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
ID09	KEY	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID10	KEY	The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (3061)
ID11	KEY	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
ID12		Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

Student and School Success Principle 1: Strong leadership - Principal's role

IE05   The principal participates actively with the school's teams. (56)

IE06   KEY   The principal keeps a focus on instructional improvement and student learning outcomes. (57)

IE07   KEY   The principal monitors curriculum and classroom instruction regularly. (58)

IE08   The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)

IE09   KEY   The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)

IE10   The principal celebrates individual, team, and school successes, especially related to student learning outcomes, and shares the celebration and outcomes with families and community members. (3062)

IE13   The principal offers frequent opportunities for staff and parents (families, community members and community organizations) to voice constructive critique of the school's progress and suggestions for improvement. (3063)

IE14   The principal provides timely, clear, constructive feedback to teachers. (1676)

Student and School Success Principle 2: Staff evaluation and professional development - Professional development

IF01   The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)

IF02   The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)

IF03   Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)

IF04   Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management. (3082)

IF05   Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)

IF06   Teachers are required to make individual professional development plans based on classroom observations. (70)

IF07   KEY   Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)

IF08   KEY   Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

IF09   Teacher evaluation examines the same indicators used in professional

		development. (73)
IF10		The principal plans opportunities for teachers to share their strengths with other teachers. (74)
IF11		Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)
IF12		The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)
IF13		The school offers an induction program to support new teachers in their first years of teaching. (2881)

Student and School Success Principle 2: Staff evaluation and professional development - Staff Recruitment, Evaluation, Reward, and Replacement

IG01		The school operates with a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (2882)
IG02		The school provides non-monetary staff incentives for performance. (2883)
IG03		The school provides several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (2884)
IG04		The school communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (2885)
IG06		The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)
IG07		The principal includes evaluation of student outcomes in teacher evaluation. (1672)

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration - Expanded time for student learning and teacher collaboration

IVD02	KEY	The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887)
IVD03	KEY	The school creates and sustains partnerships to support extended learning. (3056)
IVD04	KEY	The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (3057)
IVD05	KEY	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)

Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in aligning instruction with standards and benchmarks

IIA01   KEY   Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

IIA02   Units of instruction include standards-based objectives and criteria for mastery. (89)

Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in assessing and monitoring student mastery

IIB01   Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)

IIB02   Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)

IIB03   Unit pre-test and post-test results are reviewed by the Instructional Team. (93)

IIB04   KEY   Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

IIB05   KEY   All teachers re-teach based on post-test results. (95)

Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in differentiating and aligning learning activities

IIC01   Units of instruction include specific learning activities aligned to objectives. (96)

IIC02   KEY   Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)

IIC03   Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes

IIIA35   Students are engaged and on task. (144)

IIIA38   All teachers have documentation of the computer program's alignment with standards-based objectives. (147)

IIIA40   All teachers assess student mastery in ways other than those provided by the computer program. (149)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

IIIA01   KEY   All teachers are guided by a document that aligns standards, curriculum,

instruction, and assessment. (110)

IIIA02		All teachers develop daily lesson plans based on aligned units of instruction. (3083)
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	KEY	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Introduction

IIIA08		All teachers review the previous lesson. (117)
IIIA09	KEY	All teachers clearly state the lesson's topic, theme, and learning objectives. (3084)
IIIA10		All teachers stimulate interest in the topics. (119)
IIIA11		All teachers activate prior knowledge recognizing that due to different cultural contexts of students, prior knowledge, interest and experiences of students will vary. (3064)
IIIA12		All teachers use modeling, demonstration, and graphics. (120)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation

IIIA13	KEY	All teachers explain directly and thoroughly. (122)
IIIA14		All teachers maintain connection and attention to students through eye contact, physical proximity, verbal cuing or other culturally appropriate behaviors. (3065)
IIIA15		All teachers speak with expression and use a variety of vocal tones. (124)
IIIA16	KEY	All teachers use prompting/cueing. (125)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Summary and Confirmation of Learning

IIIA17	KEY	All teachers re-teach when necessary. (126)
IIIA18		All teachers review with drilling/class recitation to confirm basic proficiency of understanding/skill development (e.g., multiplication tables, word pronunciation, etc.). (3085)
IIIA19	KEY	All teachers review with questioning. (128)
IIIA20	KEY	All teachers summarize key concepts. (129)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction

IIIA21   All teachers re-teach following questioning. (130)

IIIA22   All teachers use open-ended questioning and encourage elaboration. (131)

IIIA24   KEY   All teachers encourage peer interaction. (133)

IIIA25   KEY   All teachers encourage students to paraphrase, summarize, and relate. (134)

IIIA26   All teachers encourage students to check their own comprehension. (135)

IIIA27   All teachers verbally praise students. (136)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work

IIIA28   All teachers travel to all areas in which students are working. (137)

IIIA31   KEY   All teachers interact instructionally with students (explaining, checking, giving feedback). (140)

IIIA32   KEY   All teachers interact managerially with students (reinforcing rules, procedures). (141)

IIIA33   KEY   All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound homework practices and communication with parents

IIIB01   All teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, letters home, home visits, etc. (3066)

IIIB02   All teachers regularly assign homework (an average of 4 days a week). (3086)

IIIB03   All teachers check, mark, and return homework. (152)

IIIB04   All teachers include comments on checked homework. (153)

IIIB06   KEY   All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding). (3076)

Student and School Success Principle 5: Use of data for school improvement and instruction - Assessing student learning frequently with standards-based assessments

IID01   The school tests every student annually with the same standardized test in

basic subject areas so that each student's year-to-year progress can be tracked. (99)

IID02   Teachers receive timely reports of results from standardized and objectives-based tests. (101)

IID03   The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)

IID04   KEY   Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)

IID05   Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

IID06   KEY   The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). (3067)

IID07   The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). (3068)

IID08   KEY   Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)

IID09   KEY   Instructional Teams use student learning data to plan instruction. (107)

IID10   KEY   Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)

IID11   Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health - School and classroom culture

IIIC01   KEY   All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. (3052)

IIIC02   All teachers acquire an understanding of each student's background and interests as a way to increase motivation to learn. (3053)

IIIC03   All teachers include social and emotional learning objectives in their instructional plans. (3054)

IIIC04   KEY   All teachers model, teach, and reinforce social and emotional competencies. (3055)

IIIC05   When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)

IIIC06   Transitions between instructional modes are brief and orderly. (157)

IIIC07   Students raise hands or otherwise signal before speaking. (159)

IIIC08	KEY	All teachers use a variety of instructional modes. (160)
IIIC09		All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC10		All teachers display completed student work in the classroom. (162)
IIIC11		All teachers display classroom rules and procedures in the classroom. (163)
IIIC12		All teachers correct students who do not follow classroom rules and procedures. (164)
IIIC13	KEY	All teachers reinforce classroom rules and procedures by positively teaching them. (165)
IIIC14		All teachers engage all students (e.g., encourage silent students to participate). (167)
IIIC15		All teachers use a variety of strategies to motivate students that honor their cultures, interests, and strengths. (3087)

Student and School Success Principle 7: Family and community engagement - Defining the purpose, policies, and practices of a school community

IVA01	KEY	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)
IVA02	KEY	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (3077)
IVA03		The school's Parent (Family) Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (3070)
IVA04		The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3071)

Student and School Success Principle 7: Family and community engagement - Providing two-way, school-home communication linked to learning

IVA05	KEY	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (3075)
IVA07		The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items. (3073)

Student and School Success Principle 7: Family and community engagement - Educating parents to support their children's learning and teachers to work with parents

IVA08   KEY   Professional development programs for teachers include assistance in working effectively with parents (families and communities). (3074)

IVA09   The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children. (3078)

IVA10   The school provides parents (families) with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home. (3079)

IVA11   The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home. (3080)

IVA12   The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors. (3081)

November 09, 2012

Appendix VIII

Alignment between Indistar® Indicators and ESEA Turnaround Principles

This document provides a sampling of how INDISTAR indicators will address the requirements for Priority schools outlined in the Turnaround principles.

In order for the state to understand the needs of its high-need schools, schools will conduct a comprehensive self-assessment. The self-assessment instrument will be aligned with the seven ESEA Turnaround Principles by:

1. providing strong leadership by:
   (1) reviewing the performance of the current principal;
   (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
   (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

Addressed through Superintendent's completion and submission of required Improvement plan forms by September 1, 2013.

2. ensuring that teachers are effective and able to improve instruction by:
   (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
    (2) preventing ineffective teachers from transferring to these schools; and

Addressed through Superintendent/principal's completion and submission of required Improvement plan forms by September 30 2013.

Indicator IG01   The school operates with a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

Indicator IG03   The school provides several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems).

   (3) providing job embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

Indicator IF08   Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

Indicator IF12   The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.

3. redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

Indicator IVD02   The school provides opportunities for members of the school community to meet for purposes related to students' learning.

Indicator IVD03   The school creates and sustains partnerships to support extended learning.

Indicator IVD05   The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

4. strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

Indicator IIA01   Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Indicator IIB04   Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

Indicator IIB05   All teachers re-teach based on post-test results.

5. using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

Indicator IID04   Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.

Indicator IID06   The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).

Indicator IID08   Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

Indicator IID09   Instructional Teams use student learning data to plan instruction.

Indicator IID10   Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

6. establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and

Indicator IIIC01   All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them.

Indicator IIIC04   All teachers model, teach, and reinforce social and emotional competencies.

Indicator IIIC13   All teachers reinforce classroom rules and procedures by positively teaching them. (165)

7. providing ongoing mechanisms for family and community engagement.

Indicator IVA01   Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.

Indicator IVA02   The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.

Indicator IVA05   The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

MDOE NCLB Flexibility Waiver Request

Appendix IX

Maine's Educator Effectiveness Law

Public Law 2011, Chapter 635 (LD 1858)

> PLEASE NOTE: Legislative Information **cannot** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

An Act To Ensure Effective Teaching and School Leadership

Mandate preamble. This measure requires one or more local units of government to expand or modify activities so as to necessitate additional expenditures from local revenues but does not provide funding for at least 90% of those expenditures. Pursuant to the Constitution of Maine, Article IX, Section 21, 2/3 of all of the members elected to each House have determined it necessary to enact this measure.

Be it enacted by the People of the State of Maine as follows:

PART A

Sec. A-1. 20-A MRSA §1055, sub-§10, as amended by PL 2011, c. 172, §1, is further amended to read:

10. Supervise school employees. The superintendent is responsible for ~~the evaluation of~~implementing a performance evaluation and professional growth system for all teachers and principals pursuant to chapter 508 and an evaluation system for all other employees of the school administrative unit. The superintendent shall evaluate probationary teachers during, but not limited to, their 2nd year of employment. The method of evaluation must be determined by the school board, be in compliance with the requirements of chapter 508 and be implemented by the superintendent.

Sec. A-2. 20-A MRSA §13201, 5th ¶, as amended by PL 2011, c. 172, §2 and affected by §4, is further amended to read:

The right to terminate a contract, after due notice of 90 days, is reserved to the school board when changes in local conditions warrant the elimination of the teaching position for which the contract was made. The order of layoff and recall is a negotiable item in accordance with the procedures set forth in Title 26, chapter 9-A. In any negotiated agreement, the criteria negotiated by the school board and the bargaining agent to establish the order of layoff and recall must include the teacher's effectiveness rating pursuant to chapter 508 as a factor and may also include, but may not be limited to, seniority.

Sec. A-3. 20-A MRSA c. 508 is enacted to read:

CHAPTER 508

EDUCATOR EFFECTIVENESS

§ 13701. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings.

1. Educator. "Educator" means a teacher or a principal.

2. Effectiveness rating. "Effectiveness rating" means the level of effectiveness of an educator derived through implementation of a performance evaluation and professional growth system.

3. Performance evaluation and professional growth system. "Performance evaluation and professional growth system" or "system" means a method developed in compliance with this chapter by which educators are evaluated, rated on the basis of effectiveness and provided opportunities for professional growth.

4. Professional improvement plan. "Professional improvement plan" means a written plan developed by a school or district administrator with input from an educator that outlines the steps to be taken over the coming year to improve the effectiveness of the educator. The plan must include but need not be limited to appropriate professional development opportunities.

5. Summative effectiveness rating. "Summative effectiveness rating" means the effectiveness rating of an educator that is assigned at the end of an evaluation period. Ratings or comments provided to the educator during the evaluation period for the purpose of providing feedback, prior to assignment of a final effectiveness rating, are not summative effectiveness ratings.

§ 13702. Local development and implementation of system

Each school administrative unit shall develop and implement a performance evaluation and professional growth system for educators. The system must meet the criteria set forth in this chapter and rules adopted pursuant to this chapter and must be approved by the department.

§ 13703. Use of effectiveness rating; grievance

A superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including, but not limited to, decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.

Receipt of summative effectiveness ratings indicating that a teacher is ineffective for 2 consecutive years constitutes just cause for nonrenewal of a teacher's contract unless the ratings are the result of bad faith.

Any appeal of, or grievance relating to, an evaluation conducted pursuant to this chapter or an effectiveness rating resulting from implementation of a system is limited to matters relating to the implementation of the system or the existence of bad faith in an evaluation or the assignment of a rating. The professional judgment involved in an evaluation or implementation of the system is not subject to appeal or grievance.

§ 13704. Elements of system

A performance evaluation and professional growth system consists of the following elements:

1. Standards of professional practice. Standards of professional practice by which the performance of educators must be evaluated.

A. The department shall provide, by rule, a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for teachers and a set of standards

of professional practice or a set of criteria for determining acceptable locally determined standards for principals;

2. Multiple measures of effectiveness. Multiple measures of educator effectiveness, other than standards of professional practice, including but not limited to student learning and growth;

3. Rating scale. A rating scale consisting of 4 levels of effectiveness.

A. The rating must be based on standards of professional practice and measures of educator effectiveness. The proportionate weight of the standards and the measures is a local decision, but measurements of student learning and growth must be a significant factor in the determination of the rating of an educator.

B. The rating scale must set forth the professional growth opportunities and the employment consequences tied to each level.

C. At least 2 of the levels must represent effectiveness, and at least one level must represent ineffectiveness;

4. Professional development. A process for using information from the evaluation process to inform professional development;

5. Implementation procedures. Implementation procedures that include the following:

A. Evaluation of educators on a regular basis, performed by one or more trained evaluators. The frequency of evaluations may vary depending on the effectiveness level at which the educator is performing, but observations of professional practice, formative feedback and continuous improvement conversations must occur throughout the year for all educators;

B. Ongoing training on implementation of the system to ensure that all educators and evaluators understand the system and have the knowledge and skills needed to participate in a meaningful way;

C. A peer review component to the evaluation and professional growth system and opportunities for educators to share, learn and continually improve their practice; and

D. Formation of a steering committee composed of teachers, administrators and other school administrative unit staff that regularly reviews and refines the performance evaluation and professional growth system to ensure that it is aligned with school administrative unit goals and priorities; and

6. Professional improvement plan. The opportunity for a educator who receives a summative effectiveness rating indicating ineffectiveness in any given year to implement a professional improvement plan.

§ 13705. Phase-in of requirements

The requirements of this chapter apply to all school administrative units beginning in the 2015-2016 school year. In the 2013-2014 school year, each unit shall develop a system that meets the

standards of this chapter, in collaboration with teachers, principals, administrators, school board members, parents and other members of the public. In the 2014-2015 school year, each unit shall operate as a pilot project the system developed in the prior year by applying it in one or more of the schools in the unit or by applying it without using results in any official manner or shall employ other means to provide information to enable the unit to adjust the system prior to the first year of full implementation. Nothing in this section prohibits a unit from fully implementing the system earlier than the 2015-2016 school year.

§ 13706. Rules

The department shall adopt rules to implement this chapter, including but not limited to a rule relating to the method of identifying the educator or educators whose effectiveness ratings are affected by the measurement of learning or growth of a particular student. The department shall also adopt rules pertaining to the approval of performance evaluation and professional growth systems pursuant to section 13702. Rules adopted pursuant to this section are major substantive rules pursuant to Title 5, chapter 375, subchapter 2-A.

Sec. A-4. 20-A MRSA §15681, sub-§1, ¶D is enacted to read:

D. To receive targeted educator evaluation funds, a school administrative unit must have or be in the process of developing a performance evaluation and professional growth system pursuant to chapter 508 and the rules adopted pursuant to that chapter.

Sec. A-5. 20-A MRSA §15681, sub-§6 is enacted to read:

6. Targeted funds for educator evaluation. For educator evaluation funds beginning with the 2013-2014 school year, the commissioner shall calculate the amount available to assist school administrative units in developing and implementing performance evaluation and professional growth systems pursuant to chapter 508.

Sec. A-6. Council created. The Maine Educator Effectiveness Council, referred to in this section as "the council," is created to make recommendations regarding implementation of the Maine Revised Statutes, Title 20-A, chapter 508 to the Commissioner of Education and the Joint Standing Committee on Education and Cultural Affairs.

1. Members. The council consists of the Commissioner of Education or the commissioner's designee and the following members, appointed by the Commissioner of Education:

A. A member of the State Board of Education, nominated by the state board;

B. Four public school teachers, at least one of whom is a special education teacher, appointed from a list of names provided by the Maine Education Association;

C. A member representing educators in tribal schools in this State, appointed from a list of names provided by the respective tribal schools that are affiliated with Maine Indian Education;

D. Two public school administrators, appointed from a list of names provided by the Maine Principals' Association and the Maine School Superintendents Association;

E. Two members of school boards, appointed from a list of names provided by the Maine School Boards Association;

F. One faculty member representing approved educator preparation programs;

G. Two members of the business community; and

H. Two members of the general public with interest and experience in the education field.

The council must be cochaired by the Commissioner of Education and one other council member elected by the full membership of the council. The council may establish subcommittees and may appoint persons who are not members of the council to serve on the subcommittees as needed to conduct the council's work.

2. Duties. The council shall recommend standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508. The council shall:

A. Recommend a set of professional practice standards applicable to teachers and a set of professional practice standards applicable to principals;

B. Recommend a 4-level rating scale with clear and distinct definitions applicable to teachers and principals;

C. Recommend potential measures of student learning and growth;

D. Recommend the major components of an evaluation process, including but not limited to:

(1) Ongoing training to ensure that evaluators and teachers and principals have a full understanding of the evaluation system and its implementation;

(2) Methods of gathering evidence for the evaluation, which may include observation by supervisors and peers, self-reflection, student or parent surveys, analysis of artifacts and evidence portfolios;

(3) Methods of providing feedback to teachers and principals for formative evaluation purposes;

(4) Weighting of measures used in evaluating teachers and principals, which must provide that student learning and growth indicators inform a significant portion of the effectiveness rating;

(5) Methods for aligning district, school and classroom goals using the evaluation system; and

(6) Methods for linking summative effectiveness ratings to human capital decisions; and

E. Recommend a system of supports and professional development linked to effectiveness ratings for teachers and principals, including a process for developing and implementing a professional improvement plan.

3. Report. The Commissioner of Education shall submit a report regarding the work of the council to the Joint Standing Committee on Education and Cultural Affairs no later than November 1, 2012. The report must include the council's recommendations regarding implementation of the requirements set forth in Title 20-A, chapter 508 and recommendations regarding the continuing work of the council.

4. Staff assistance. The Department of Education shall provide staff assistance to the council. The department may seek and employ grant funds to provide additional assistance.

5. Council continuation. The council is authorized to continue meeting, if it so desires, 90 days

after adjournment of the First Regular Session of 126th Legislature.

PART B

Sec. B-1. 20-A MRSA §13008 is enacted to read:

§ 13008. Educator preparation program data

1. Definitions.   As used in this section, unless the context otherwise indicates, the following terms have the following meanings.

A.   "Educator preparation program" means a public or private baccalaureate-level or postbaccalaureate-level program approved by the state board to recommend graduates for certification pursuant to chapter 502 as prekindergarten to grade 12 teachers, educational specialists or school leaders.

B.   "Program completer" means a person who, by successfully completing all of an educator preparation program's requirements, has qualified for a recommendation for certification as a prekindergarten to grade 12 teacher, an educational specialist or a school leader.

2. Data collection.   The department shall collect data relating to educator preparation programs, including but not limited to the following information with respect to each educator preparation program:

A. The number of program completers;

B.   The number of program completers who pass certification tests and the number of those who attain provisional licensure in the State;

C.   The number of program completers who proceed from provisional licensure to professional licensure; and

D.   The number of program completers who are teaching in schools in this State 3 and 5 years after they complete that educator preparation program.

3. Report.   The department shall annually report the data collected under this section to the Governor, the state board and the joint standing committee of the Legislature having jurisdiction over education matters.

Sec. B-2. 20-A MRSA §13011, sub-§6, as enacted by PL 1989, c. 889, §8, is repealed and the following enacted in its place:

6. Alternative pathways to certification.   The state board shall develop and adopt rules providing a method for a person who has not completed an approved educator preparation program as defined under section 13008 to obtain provisional educator certification through an alternative pathway that:

A. Is designed for candidates who can demonstrate subject matter competency that is directly

related to the certificate endorsement being sought and obtained through prior academic achievement or work experience;

B. May feature an accelerated program of preparation;

C. Uses mentorship programs that partner teacher candidates with mentor teachers; and

D. Includes accountability provisions to ensure that teacher candidates demonstrate the knowledge and skills established pursuant to section 13012, subsection 2-B prior to issuance of a provisional teacher certificate.

Sec. B-3. 20-A MRSA §13011, sub-§10, as enacted by PL 2003, c. 445, §2, is amended to read:

10. Conditional certificate; transitional endorsement; exception. A conditional certificate is a certificate for teachers and educational specialists who have not met all of the requirements for a provisional or professional certificate. A school administrative unit may employ a conditionally certified teacher or educational specialist who is in the process of becoming professionally certified notwithstanding the availability of provisionally or professionally certified teachers or educational specialists. Any amendment to the rules adopted pursuant to this chapter that revises the qualifications for a conditional certificate or transitional endorsement does not apply to a person who was issued a conditional certificate or transitional endorsement prior to or during the school year preceding the adoption of revisions to the rules as long as the holder of the conditional certificate or transitional endorsement annually completes the required course work and testing as determined by the department for the school year preceding the adoption of revised rules.

Sec. B-4. 20-A MRSA §13012, sub-§2-A, as enacted by PL 2001, c. 534, §2 and amended by PL 2005, c. 397, Pt. D, §3, is further amended to read:

2-A. Qualifications. State board rules governing the qualifications for a provisional teacher certificate must require that a certificate may only be issued to an applicant who meets the requirements of subsection 2-B, has successfully completed a student teaching experience of at least 15 weeks and:

A. For elementary school, has met academic and preprofessional requirements established by the state board for teaching at the elementary school level and has graduated from an accredited, degree-granting educational institution upon completion of:

    (1) A bachelor's degree from a 4-year accredited college or university;

    (2) A 4-year program in liberal arts and sciences; or

    (3) An approved 4-year teacher preparation program and has majored in the subject area to be taught or an interdisciplinary program in liberal arts;

B. For secondary school, has met academic and preprofessional requirements established by the state board for teaching at the secondary school level and has graduated from an accredited, degree-granting educational institution upon completion of:

(1) A bachelor's degree from a 4-year accredited college or university;

(2) A 4-year program in liberal arts and sciences; or

(3) An approved 4-year teacher preparation program and has majored in the subject area to be taught;

C. Is otherwise qualified by having met separate educational criteria for specialized teaching areas, including, but not limited to, special education, home economics, agriculture, career and technical education, art, music, business education, physical education and industrial arts, as established by the state board for teaching in these specialized areas; or

D. Has completed 6 credit hours of approved study within 5 years prior to application, has met entry-level standards and has held either a professional teacher certificate that expired more than 5 years prior to the application date or a provisional teacher certificate issued prior to July 1, 1988 that expired more than 5 years prior to the application date.

Sec. B-5. Certification rules.
The State Board of Education shall amend its rules relating to certification of educators under the Maine Revised Statutes, Title 20-A, section 13012 to require that any person seeking an endorsement to teach kindergarten to grade 8 students must demonstrate proficiency in math and reading instruction, including evidence-based reading instruction. For the purposes of this section, "evidence-based reading instruction" means instructional practices that have been proven by systematic, objective, valid and peer-reviewed research to lead to predictable gains in reading achievement. The requirement must apply to all teachers and educational specialists, including teachers in special education and teachers of English language learners.

Sec. B-6. Alternative certification working group.
The State Board of Education shall establish a working group to develop one or more alternative certification pathways that meet the standards set forth in the Maine Revised Statutes, Title 20-A, section 13011, subsection 6. Members of the State Board of Education shall participate in the working group, and the State Board of Education shall invite the participation of representatives of the Maine Education Association, the Maine School Superintendents Association, the Maine Principals' Association, the Maine School Boards Association, Maine Administrators of Services for Children with Disabilities and Maine Administrators of Career and Technical Education, representatives of approved educator preparation programs, parents and the business community and other interested parties. The working group shall submit a report describing one or more alternative certification pathways to the State Board of Education and the Commissioner of Education. The State Board of Education shall submit the report to the Joint Standing Committee on Education and Cultural Affairs no later than November 1, 2012. The report must include pathway descriptions, the working group's recommendations and any draft legislation or rules needed to implement the recommendations.

Effective 90 days following adjournment of the 125th Legislature, Second Regular Session, unless otherwise indicated.

Appendix X

Recommendations of the
Maine Educator Effectiveness Council

An Interim Report to the Joint Standing Committee on Education and Cultural Affairs
November, 2012

Recommendations of the
Maine Educator Effectiveness Council

An Interim Report to the
Joint Standing Committee
on Education and Cultural Affairs

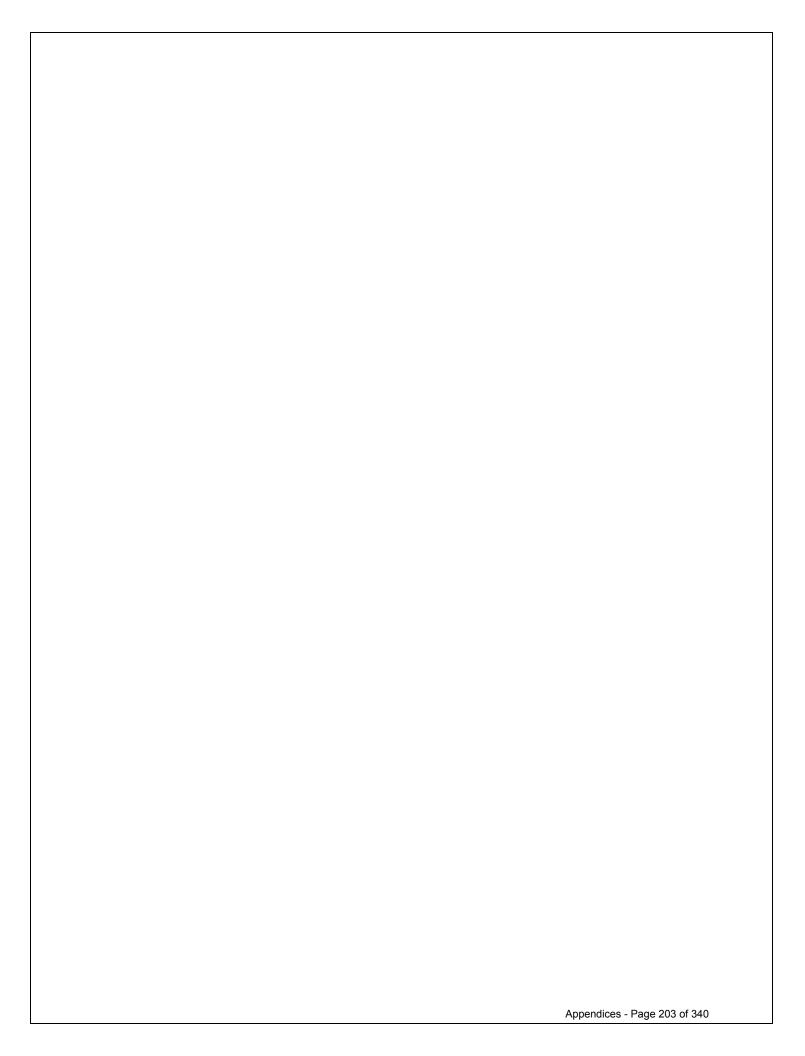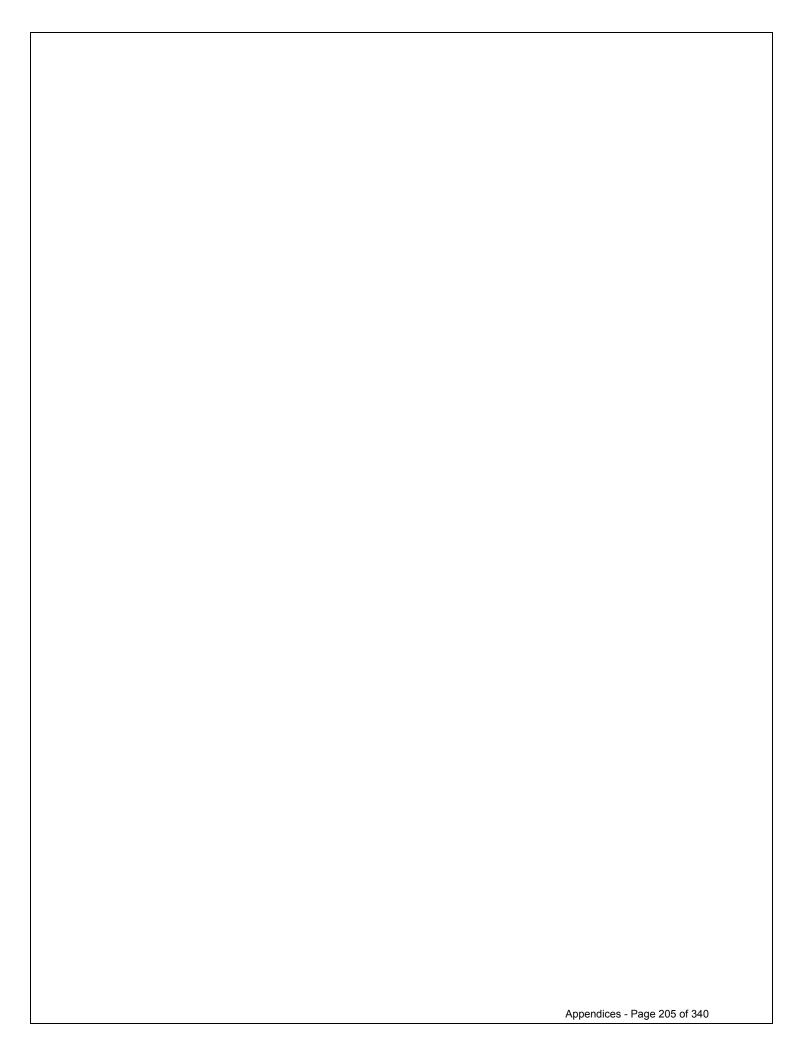**Pursuant to Public Law 2011, chapter 635**

November 2012

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Executive Summary

LD 1858 is the first law enacted in Maine to require all schools to implement comprehensive systems to review, support and improve the professional practice and effectiveness of teachers and principals. The systems will combine evaluation and support and will be called "performance evaluation and professional growth systems" or "PE/PG systems."

The legislation was presented to the Joint Standing Committee on Education and Cultural Affairs in the Second Regular Session of the 125th Maine Legislature. After receiving unanimous approval of the Education Committee, the bill was enacted and signed into law as Public Law 2011, chapter 635.

The new law laid out some basic requirements for the systems, and established a process by which the basic requirements would be fleshed out. It created a stakeholder group called "the Maine Educator Effectiveness Council" to develop recommendations and directed the Department of Education to develop rules to flesh out the law. The Legislature's Education Committee will review the recommendations of the Council and the rules proposed by the Department and will be asked to approve or revise the fleshed out requirements during the First Regular Session of the 126th Legislative Session beginning in January 2013.

Most states in the country are doing the same work of developing evaluation and support systems, and all agree that the work takes time. Many states take two or more years to create initial implementation plans for such systems, and find that the work of refining those plans continues well beyond that time. The Council has condensed much of the work done by those other states into 70 hours of meetings on 12 days over a period of 5 months. They have reached consensus on a number of key issues, but there is more work to do. Council members are committed to continue working toward consensus on additional recommendations regarding implementation of PE/PG systems. An important part of that work is monitoring the development and implementation of PE/PG systems in other states, and incorporating successful elements of those systems while avoiding the pitfalls identified in other states. Consensus recommendations are as follows:

Professional practice standards for teachers

1) The Interstate Teacher Assessment and Support Consortium (InTASC) set of standards is the set of professional practice standards for teachers that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2).

2) As an alternative to using InTASC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for teachers:

   - National Board for Professional Teaching Standards (NBPTS);

- Professional Practice standards in the model developed by The Danielson Group;
- Professional Practice Standards in the model developed by Marzano and Associates; and
- Any set of professional practice standards that are determined by DOE to be aligned with InTASC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the InTASC set of standards of professional practice].

3) A "set of professional practice standards" for teachers includes:
- Primary standards;
- Supporting descriptions or indicators (e.g., performance, knowledge, dispositions, etc) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
- Rubrics for each standard that are aligned with the adopted standards.

Professional practice standards for principals

1) The Interstate School Leaders Licensure Consortium (ISLLC) set of standards is the set of professional practice standards for principals that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2).

2) As an alternative to using ISLLC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for principals:
- National Board for Professional Teaching Standards Principal Standards (NBPTS-Principal); and
- Any set of professional practice standards that are determined by DOE to be aligned with ISLLC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the ISLLC set of standards of professional practice].

3) A "set of professional practice standards" for principals includes:
- Primary standards;
- Supporting descriptions or indicators (e.g., functions) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
- Rubrics for each standard that are aligned with the adopted standards.

Potential Measures of Student Learning and Growth:

A. *Statewide, Standardized Tests (e.g., NECAP and the Smarter Balanced Assessments that will replace NECAP in 2015)* are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided:

- Test results are included in the evaluation of a teacher or principal only if the test measures <u>growth</u> of a student after having been taught by that teacher, or being led by that principal;

- Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring);

- Results are included for a student only if the student took both the pre-test and the post-test;

- The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not student attendance);

- The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and

- The data used in the evaluation is a statistically reliable sample, which may require 3-5 years of data, a power-analysis, etc.

B. *Commercially available tests (*other than those described above) are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A.

C. *District or school-developed assessments* are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A and:

- They are developed collaboratively (with administrators and/or other teachers); and
- There is an adequate level of validation

D. For many students, Student Learning Objectives (SLOs) and Individual Education Plan (IEP) goals are important tools for individualizing instruction and learning. As such, they may establish an appropriate basis for measuring student growth and educator effectiveness provided that progress toward the objective or goal can be, and is, assessed according to the criteria set forth in paragraph A.

Council members discussed the following items and came to consensus that they are <u>not</u> measures of student learning and growth: student, parent and community perception surveys; high school graduation rates; the School Accountability Index, a combination of data elements that will be used in Maine's proposed new federal accountability system; and the Achievement Gap data also prepared for use in the new federal accountability system. The Council will include these items in its discussion of potential other measures that may be used in the PE/PG system.

I. Introduction

This report contains recommendations and a description of the work of the Maine Educator Effectiveness Council ("MEEC," or "the Council"). The Council was created by law to make recommendations regarding implementation of LD 1858, "An Act to Ensure Effective Teaching and School Leadership."

LD 1858 is the first law enacted in Maine to require all schools to implement comprehensive systems to review, support and improve the professional practice and effectiveness of teachers and principals. The systems will combine evaluation and support and will be called "performance evaluation and professional growth systems" or "PE/PG systems."

The legislation was presented to the Joint Standing Committee on Education and Cultural Affairs in the Second Regular Session of the 125th Maine Legislature. After receiving unanimous approval of the Education Committee, the bill was enacted and signed into law as Public Law 2011, chapter 635.

The new law laid out some basic requirements for the systems, and established a process by which the basic requirements would be fleshed out. It created a stakeholder group called "the Maine Educator Effectiveness Council" to develop recommendations and directed the Department of Education to develop rules to flesh out the law. The Legislature's Education Committee will review the recommendations of the Council and the rules proposed by the Department and will be asked to approve or revise the fleshed out requirements during the First Regular Session of the 126th Legislative Session beginning in January 2013.

Council members were appointed by the Commissioner of Education, in most cases on the basis of recommendations from organizations representing stakeholders – the Maine Education Association (teachers); the Maine School Superintendents Association; the Maine Principals Association; the Maine School Boards Association; the State Board of Education; Maine Indian Education; the Maine State Chamber of Commerce and EducateMaine (business representatives). The Commissioner also appointed a faculty member representing educator preparation programs and two members of the general public.

The Council held its first meeting on May 29th and held regular meetings until the date of this report, logging a total of 70 hours of meetings on 12 separate days. Members spent many more hours doing self-assigned "homework" to prepare for meetings. Much of the homework consisted of studying laws, rules and reports from the many states that are doing this same work. The information from other states is a double-edged sword: while it provides examples of good practice and avoidable pitfalls, it creates mountains of material to read and evaluate.

While this report presents some key recommendations, the work of the Council is not finished. As stakeholders in most other states will attest, the work of developing performance evaluation

and professional growth systems takes time if it is to be done right, in many cases two or more years for initial development and more time to refine the systems during implementation.

Council members have committed to continue working toward consensus on additional recommendations regarding implementation of PE/PG systems. An important part of that work is monitoring the development and implementation of PE/PG systems in other states, and incorporating successful elements of those systems while avoiding the pitfalls identified in those states.

II. Background

Many influences – local, state and national – have led Maine to the work of creating performance evaluation and professional growth systems.

The Maine Department of Education's Strategic Plan (released January 2012) names "Great Teachers and Leaders" as one of 5 Core Priorities for the work of the Department. (Appendix C) This priority reflects concerns expressed by teachers that they do not consistently receive the feedback and support that they need in order to grow professionally, and research that suggests that no other school-based factor is more important to learner outcomes than the effectiveness of teachers and school leaders. The Department's introduction of LD 1858 is one piece of the work laid out in the Plan to support Great Teachers and Leaders.

This state priority meshes with national priorities.

In September 2011, the Secretary of the U.S. Department of Education announced that he would grant waivers from NCLB requirements to states that wanted to create more meaningful ways to identify and assist struggling schools (NCLB or ESEA "accountability systems). Among the criteria for gaining that waiver is a requirement that the state require local school systems to develop and implement educator effectiveness systems that meet certain federal criteria. This requirement, along with the state policy interest, reinforced the Department's interest in, and the Legislature's support for, LD 1858.

After achieving passage of LD 1858 and conferring with stakeholders, the Maine Department of Education proceeded with development of a waiver application and worked with stakeholders to develop a new accountability system and educator evaluation systems that meet the federal criteria. Four working groups were formed (MEEC and three others) to do the work.

The Department submitted the federal waiver request on September 6th, 2012, including a commitment to develop and implement these systems utilizing guidance from the MEEC and the Legislature to ensure stakeholder input. (See Appendix D for Principle 3 submittal).

Maine is not alone in developing a performance evaluation and professional growth system. As described earlier, all states that apply for flexibility in implementing ESEA must develop such systems. In addition, many states began developing such systems as a result of qualifying for "Race to the Top" funds in 2010 and 2011. Those Race to the Top states are ahead of Maine in their system development and provide some examples of challenges and successes.

The systems being developed vary in terms of the level of state direction of the systems:

➢ Nine states have state-level systems where there is a uniform system that all districts must implement (e.g., Delaware, Tennessee, Hawaii)

> ➢ Fourteen states create a state model system, but allow local variation in the system, with approval of the state (e.g., Massachusetts, Rhode Island, Ohio)
> ➢ Twelve states require local school districts to create their own systems, but require that the systems meet certain criteria (e.g., Florida, New York, Vermont)

More information on the systems in other states, and the stage of development of those systems can be found at the Website of the National Comprehensive Center on Teacher Quality (NCCTQ), http://resource.tqsource.org/stateevaldb/ .

Regardless of the level of state direction, most systems have the same basic elements:

- Measures of educator effectiveness that:
  - Answer the question: What is an effective teacher or principal? and
  - Include standards of professional practice and one or more measures of student learning or growth
- Summative rating categories
  - Usually between 3 and 5 categories that indicate varying levels of effectiveness (e.g., highly effective, effective, developing and ineffective; or exemplary, proficient, satisfactory, needs improvement)
- A method of combining the different measures of an educator's summative effectiveness rating
  - Example: assign numerical values to each of the measures, assign a percentage for each measures and combine them to achieve a single numerical value
  - Example: assign a value of high, average and low for each measure; create a matrix and assign each block a summative effectiveness rating
- A description of the support, professional development, benefits, employment consequences or other results of being placed in a certain summative rating category
- Implementation requirements to ensure fairness and effectiveness of the system, including but not limited to: training of evaluators; professional development for educators to enable them to meet the standards being applied to them; and opportunities to review and revise the system as appropriate.
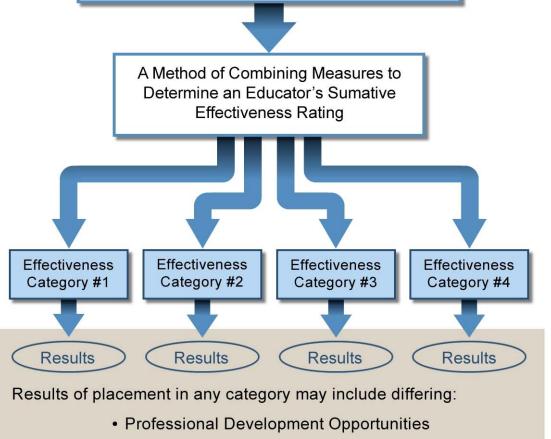
The following is a graphic representation of the form of many evaluation and growth systems:

Generic Framework *for* Educator Evaluation and Growth Systems

Multiple Measures of Educator Effectiveness
(Qualitative and Quantitative)

- Professional Practice Standards
- Measures of Student Learning or Growth
- Other Measures

A Method of Combining Measures to Determine an Educator's Sumative Effectiveness Rating

| Effectiveness Category #1 | Effectiveness Category #2 | Effectiveness Category #3 | Effectiveness Category #4 |

Results   Results   Results   Results

Results of placement in any category may include differing:

- Professional Development Opportunities
- Professional Improvement Plans
- Impact on Employment Decisions
- Frequency of Evaluations

III. Council Process and Guiding Principles

Council members collectively brought to the table a great variety of experience and expertise in the field of education – classroom experience, school leadership, experience in developing PE/PG systems, research and data experience and more. That expertise and experience was key to the Council process, as members relied on each other to inform the discussion and to evaluate the readings and information provided to the Council from outside sources. Early in the process, Council members committed to "do their homework," to collect information outside of the meetings, so that meeting time could be spent in discussing ideas instead of listening to presentations.

The Council process was led by co-chairs, Education Commissioner Steve Bowen, as designated in the law as a co-chair, and Grace Leavitt, who was elected from the membership to serve as co-chair with the Commissioner. Department of Education staff Deb Friedman and Meghan Southworth assisted the Council, and Mark Kostin, Associate Director of the Great Schools Partnership, facilitated the meetings of the Council.

The duties assigned to the Council in LD 1858 guided the meetings. The group worked from a Decision Matrix that set forth the duties of the Council and described how those duties meshed with the new state law and with the requirements of the ESEA waiver. A copy of the Decision Matrix is included in Appendix E.

The Council drew largely on the expertise of its own members, supplemented by readings and research about the work of other states and advice from colleagues and experts. Members also conducted their work by meeting as a full council, rather than breaking into subcommittees or working groups. Staying together as a committee of the whole ensured that decisions were made on the basis of common information and shared conversations. A brief period of time was set aside at each Council meeting to receive comment from members of the public, and those comments provided additional perspectives to the conversation.

Among the first tasks of the Council was the development of a Decision-making process. Members decided that a consensus recommendation from the Council, although potentially difficult to find, would carry more weight with policy makers than a divided report. They also discussed the difference between their support for the consensus they reach as members of the Council, and policy positions that may be taken by the professional associations or organizations they represent. As a statement of their commitments on these issues, they approved the following statement:

❖ We are committed to reaching consensus regarding decision-making and we will work exhaustively to do so and, when appropriate, ensure that varying perspectives and concerns are included in our final report.

❖ For us, consensus represents the best of our thinking and our ideas.

❖ We agree to support the decisions that are reached through consensus; we recognize, however, that while Council members will do their utmost to represent the views of the organizations they represent, they ultimately cannot bind those organizations to these decisions.

❖ We will pause if necessary to reflect and return when ready to an issue that requires a decision.

❖ If necessary, we give ourselves permission to return to decisions made and to the decision-making process.

Guiding Principles

To elicit member thinking on general principles to guide the work of the Council, facilitator Mark Kostin asked members to describe general principles that they felt should guide the work of the Council. The Council did not formally adopt guiding principles, but offer the following list derived from some of the brainstorming about principles, as accurate statements of guiding principles:

❖ The intent of this work (creating and implementing a PE/PG system) is to improve instruction.
❖ The work of creating and implementing PE/PG systems must be done collaboratively, involving teachers, principals, administrators and other stakeholders.
❖ The Council will take advantage of the examples provided and the lessons learned within and outside Maine by schools and districts creating PE/PG systems. We will not "reinvent the wheel."
❖ Guidelines established for the PE/PG systems must provide adequate clarity and adequate flexibility.
❖ Consider implementation capacity – human and financial – of school districts and the Department of Education in developing a model system or guidelines for a system. There must be adequate amounts of time and resources to implement the systems successfully.
❖ Be aware of, and avoid, unintended consequences.
❖ Evaluators must be trained so that they understand the system and to ensure inter-rater reliability.
❖ Systems created must be behaviorally and technically sound; guidelines must be research-based.
❖ The evaluation system has to differentiate among teachers based on their assignment.

IV . Recommendations

A. Standards of Professional Practice

Discussion

Maine has adopted standards for what all <u>students</u> must know and be able to do: the Maine Learning Results, including the Common Core Standards in Mathematics and English Language Arts. The first step in creating evaluation systems for teachers and principals is to determine what <u>teachers and principals</u> should know and be able to do in the classroom and as school leaders.

In setting standards for professional practice, the Council observed that there are a number of professional practice standards in use throughout the state and the country, and many of them seem to provide meaningful insight into what teachers and principals should know and be able to do. One of the first questions faced by the Council – and one that arises in just about every decision – is whether all SAUs should be required to use the same set of standards, or whether flexibility should be allowed.

A single set of standards – uniformity throughout the state – would:

- Enable SAUs to share resources for developing and implementing systems (e.g., training of evaluators, professional development);
- Allow educators to work under the same set of standards regardless of where they work, and allows comparability of ratings of educators from district to district;
- Enable researchers to identify levels of and changes in educator effectiveness and the effectiveness of the PE/PG system itself; and
- Alleviate the workload for the department in approving local plans.

Council members also recognize the value of flexibility:

- Schools are currently using a variety of professional practice standards, and Council members didn't want to disrupt the work that's already been done, as long as it meets certain criteria;
- Flexibility allows schools to adjust systems based on local priorities and circumstances;
- The process of creating a local system or adapting an existing system enhances local "buy-in" compared to using an off-the-shelf system; and
- A variety of models allows for comparison to find the most effective models.

In making its recommendation, the Council decided to balance the two needs – setting forth a set of professional practice standards that describe an effective teacher (InTASC standards) and a set of professional practice standards that describe an effective principal (ISLLC standards), but allowing districts to use different models and descriptions of standards, as long as the other

standards align with the InTASC (for teachers) and ISLLC (for principals) standards. Aligned standards should mean that a teacher or principal rated "effective" in the standards would also be considered effective under the InTASC and ISLLC standards. The Council lists specific sets of standards that it finds to be aligned, and allows for the use of other standards that can be shown to be aligned. This allows for development of new standards.

The use of InTASC standards in teacher evaluation will improve the coordination between teacher preparation and teacher evaluation. The State Board of Education recently amended its rule regarding educator preparation programs, Rule Chapter 114, to require those programs to prepare teachers to meet the InTASC standards. General certification standards for teachers, and professional development requirements are not yet aligned with the InTASC standards, but future updates to those requirements are likely to take into consideration the alignment between teacher preparation and teacher evaluation standards.

The InTASC standards and the ISLLC standards are included in Appendices F and G. InTASC provides 10 key standards in 4 groupings (The Learner and Learning; Content; Instructional Practice; and Professional Responsibility). Each of the 10 standards is further described as requiring "Performances, Essential Knowledge and Critical Dispositions." ISLLC standards contains 6 key standards with a number of "functions" under each. Rubrics for rating performance against each of the standards must have 4 rating levels and be aligned with the set of standards being used.

Among the issues that the Council will address in future meetings are issues regarding implementation of the professional practice standards rating, including: how will evaluators determine whether educators meet these standards (e.g. how frequent are observations, what other evidence should be reviewed); what training is required of evaluators to ensure inter-rater reliability; how will the judgment about professional practice be combined with student learning and growth measures to arrive at a summative effectiveness rating; and what type of professional development opportunities must be provided to educators to help them meet the professional practice standards.

Recommended:

Teacher professional practice standards

1. The Interstate Teacher Assessment and Support Consortium (InTASC) set of standards is the set of professional practice standards for teachers that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2.

2. As an alternative to using InTASC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for teachers:

   - National Board for Professional Teaching Standards (NBPTS);
   - Professional Practice standards in the model developed by The Danielson Group;
   - Professional Practice Standards in the model developed by Marzano and Associates; and

- Any set of professional practice standards that are determined by DOE to be aligned with InTASC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the InTASC set of standards of professional practice].

3. A "set of professional practice standards" for teachers includes:
   - Primary standards;
   - Supporting descriptions or indicators (e.g., performance, knowledge, dispositions, etc) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
   - Rubrics for each standard that are aligned with the adopted standards.

Principal Standards of Professional Practice

1. The Interstate School Leaders Licensure Consortium (ISLLC) set of standards is the set of professional practice standards for principals that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2.

2. As an alternative to using ISLLC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for principals:

   - National Board for Professional Teaching Standards Principal Standards (NBPTS-Principal); and
   - Any set of professional practice standards that are determined by DOE to be aligned with ISLLC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the ISLLC set of standards of professional practice].

3. A "set of professional practice standards" for principals includes:
   - Primary standards;
   - Supporting descriptions or indicators (e.g., functions) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
   - Rubrics for each standard that are aligned with the adopted standards.

B. Measures of Student Growth and Learning

Discussion

The requirement to use student learning and growth outcomes as a factor in evaluating educators is a key feature distinguishing LD 1858 PE/PG systems from evaluation systems currently in use in most Maine schools. The requirement derives from the desire to include

outcomes (student learning and growth) as well as inputs (educator practices) in the evaluation process.

While all Council members agree that improving student learning and growth is the ultimate goal of the educational system, and agree that student growth should be a part of a complete PE/PG system, many members are concerned with both the adequacy of the current tools available to measure student growth and the many factors that impact student learning over which educators have little or no influence. The linkage of the effectiveness of an individual educator to the educational outcomes of a group of students is a complex task, and one that is fairly new in the field of education. Long-term research on the efficacy of the linkage is not yet available, and short-term research is inconclusive.

Based on readings, the experience of other states and the experience of local school districts, the Council identified a set of criteria that should be met by any measure of student learning and growth to be used in PE/PG systems under LD 1858. While the measures used in each system will be a local decision, each potential measure must meet the criteria set forth in the recommendations below.

While statewide standardized tests (e.g., NECAP and the Smarter Balanced Assessments that will replace NECAP in 2015) provide a validated and uniform option, the vast majority of teachers do not teach in tested subjects or grades. Alternative commercially-available tests are available for other subject areas and grades and can be used in a fair way. Finally, assessments developed by teachers, schools and districts can measure student achievement, but must be validated in some independent way to ensure rigor and validity.

The recommendations below reflect the Council's consideration of some key questions:

- ❖ Which students' learning and growth measures should be attributed to which teacher or principal? How long must the student have been taught or led by that educator?
- ❖ Do you use growth or absolute achievement?
- ❖ How do you account for different expected growth rates for students at the high and low ends of achievement?
- ❖ How much data is enough to make a valid judgment about a teacher or principal?

Recommended:

A. *Statewide, Standardized Tests (e.g., NECAP and the Smarter Balanced Assessments that will replace NECAP in 2015)* are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided:

>   Test results are included in the evaluation of a teacher or principal only if the test measures <u>growth</u> of a student after having been taught by that teacher, or being led by that principal;

>   Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring);

Results are included for a student only if the student took both the pre-test and the post-test;

The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not student attendance);

The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and

The data used in the evaluation is a statistically reliable sample, which may require 3-5 years of data, a power-analysis, etc.

B. *Commercially available tests (*other than those described above) are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A.

C. *District or school-developed assessments* are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A and:

They are developed collaboratively (with administrators and/or other teachers); and
There is an adequate level of validation

D. For many students, Student Learning Objectives (SLOs) and Individual Education Plan (IEP) goals are important tools for individualizing instruction and learning. As such, they may establish an appropriate basis for measuring student growth and educator effectiveness provided that progress toward the objective or goal can be, and is, assessed according to the criteria set forth in paragraph A.

Council members discussed the following items and came to consensus that they are <u>not</u> measures of student learning and growth: student, parent and community perception surveys; high school graduation rates; the School Accountability Index, a combination of data elements that will be used in the new federal accountability system; and the Achievement Gap data also prepared for use in the new federal accountability system. The Council will include these items in its discussion of potential other measures that may be used in the PE/PG system.

V. Work Remaining; Next Steps

The Council began discussion of other significant elements of the PE/PG system, but had not reached consensus on those elements at the time of this report. Those elements include:

- The definition of teacher and principal – these terms, which determine who is covered by the law, are not defined in the law.
    - The Council early in discussions had endorsed a broad definition of each (including, e.g., educational specialists and other non-classroom teachers), but expressed the need to reexamine the decision as their work continued;

- Names and descriptions for the required 4 summative effectiveness rating categories, and recommended ways to combine the quantitative and qualitative measures into a single rating; and
    - Council members were exploring the advantages of a matrix system, such as the one used in the New Haven, *Connecticut* and Massachusetts model systems.
- The meaning and implications of the term "significant factor" as it relates to the use of student learning and growth measures in PE/PG systems.

The submittal of this report, as required in the Public Law is not the end of the Council's work. Given the knowledge and the relationships they developed throughout the summer and fall, Council members felt that they would be the appropriate group to continue developing recommendations, even as the Department of Education and the Legislature delve into the work of shaping the guidelines for PE/PG systems.

Among the issues that the Council will address are the following:
- The connection between evaluation system and professional growth opportunities;
- Employment consequences of the ratings;
- Other potential measures of educator effectiveness; and
- General implementation requirements including training requirements, methods of gathering evidence, peer review components, and steering committees to monitor, review and revise systems during implementation.
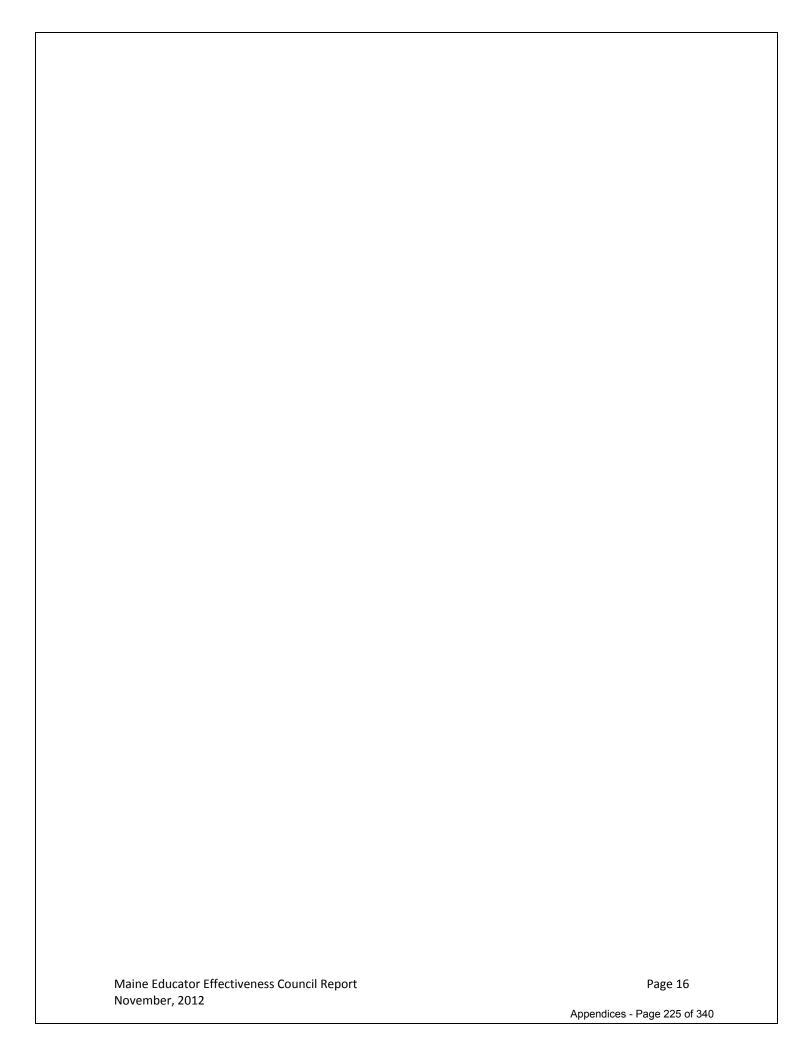
At the same time, the Department of Education will begin a rulemaking process addressing the same issues that the Council is addressing in its work. While it might have been preferable to wait until the Council completed its work, the Department must begin this process so that a provisionally adopted rule will be ready for presentation to the Legislature by the deadline established by that body, which based on past practice, is likely to be in early January. The Council fully intends to make its recommendations known to policymakers throughout the department's rulemaking process and the Legislature's process of reviewing, revising and/or approving the rule throughout the first half of 2013.

Council members have stressed the importance of ongoing involvement of stakeholders in the development, piloting, implementation and evaluation of the PE/PG systems. Whether the Council is the appropriate entity to do that work over the next several years, or whether a different stakeholder entity should be formed is an issue that will be discussed at future Council meetings. However, the Council believes that it is important to state at this time that the work of implementing successful performance evaluation and professional growth systems is an ongoing process, not a one-time project.

Appendices

A. Maine Educator Effectiveness Council Membership List

B. Public Law 2011, chapter 635 (LD 1858) and Summary

C. Department of Education Strategic Plan, Core Priority 2, "Great Teachers and Leaders"

D. Maine ESEA Waiver Principle 3 Submission (9/6/12)

E. Council Decision Matrix

F. Interstate Teacher Assessment and Support Consortium (InTASC) Professional Practice Standards for Teachers

G. Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards, (ISLLC 2008) Professional Practice Standards for Principals

H. Maine Educator Effectiveness Council Readings

APPENDIX A
Maine Educator Effectiveness Council
Membership List

First	Last	Role	School / Organization	Constituency
Linda	Bleile	Principal	Wiscasset Middle School	Maine Principal's Association
Steve	Bowen	Commissioner	Maine DOE	Commissioner
James	Cote	President & CEO	Associated Builders & Contractors	Business representative
Kenneth	Coville	Superintendent	RSU #74 (Anson)	Maine School Superintendents Association**
Brian	Doore	Asst Research Professor	UMaine	Faculty of an approved educator prep program
Becky	Fles	School Board Chair	RSU #11 (Gardiner)	Maine School Boards Association
Susan	Grondin	English Language Arts Teacher	Lewiston Middle School	Maine Education Association
Chris	Hall	VP, Govt Relations	Portland Regional Chamber	Business Representative
Scott	Harrison	Project Director	Maine Schools for Excellence	Public Member
Maureen	King	School Board Member	RSU #21	Maine School Boards Association
Grace	Leavitt	Foreign Language & Literature Teacher	Greely HS	Maine Education Association
Linda	McLeod	Principal	Indian Island School	Maine Indian Education

Appendix A
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First	Last	Role	School / Organization	Constituency
Barbara	Moody	Director of Teacher Education	Husson University	Public Member
Mary	Paine	English Language Arts Teacher	Messalonskee HS	Maine Education Association
Nancy	Perkins	Chair, certification committee	Maine State Board of Education	Maine State Board of Education
John	Soifer	Special Education Teacher	Skowhegan HS	Maine Education Association

** Superintendent Coville replaced Superintendent Sylvia Pease as MSSA Representative in October

Staff Resources (non-members)

First	Last	Role	School / Organization	Constituency
Deb	Friedman	Director, Policy and Programs	Maine DOE	
Meghan	Southworth	ESEA Title II Teacher Quality	Maine DOE	
Mark	Kostin	Associate Director	Great Schools Partnership	

APPENDIX B
Public Law 2011, Chapter 635 (LD 1858)
and Summary

PUBLIC LAW 2011, Chapter 635

An Act To Ensure Effective Teaching and School Leadership

Mandate preamble. This measure requires one or more local units of government to expand or modify activities so as to necessitate additional expenditures from local revenues but does not provide funding for at least 90% of those expenditures. Pursuant to the Constitution of Maine, Article IX, Section 21, 2/3 of all of the members elected to each House have determined it necessary to enact this measure.

Be it enacted by the People of the State of Maine as follows:

PART A

Sec. A-1. 20-A MRSA §1055, sub-§10, as amended by PL 2011, c. 172, §1, is further amended to read:

10. Supervise school employees. The superintendent is responsible for ~~the evaluation of~~implementing a performance evaluation and professional growth system for all teachers and principals pursuant to chapter 508 and an evaluation system for all other employees of the school administrative unit. The superintendent shall evaluate probationary teachers during, but not limited to, their 2nd year of employment. The method of evaluation must be determined by the school board, be in compliance with the requirements of chapter 508 and be implemented by the superintendent.

Sec. A-2. 20-A MRSA §13201, 5th ¶, as amended by PL 2011, c. 172, §2 and affected by §4, is further amended to read:

The right to terminate a contract, after due notice of 90 days, is reserved to the school board when changes in local conditions warrant the elimination of the teaching position for which the contract was made. The order of layoff and recall is a negotiable item in accordance with the procedures set forth in Title 26, chapter 9-A. In any negotiated agreement, the criteria negotiated by the school board and the bargaining agent to establish the order of layoff and recall must include the teacher's effectiveness rating pursuant to chapter 508 as a factor and may also include, but may not be limited to, seniority.

Sec. A-3. 20-A MRSA c. 508 is enacted to read:

CHAPTER 508

EDUCATOR EFFECTIVENESS

§ 13701. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the

following meanings.

    1. <u>Educator.</u>   "Educator" means a teacher or a principal.

    2. <u>Effectiveness rating.</u>   "Effectiveness rating" means the level of effectiveness of an educator derived through implementation of a performance evaluation and professional growth system.

    3. <u>Performance evaluation and professional growth system.</u>   "Performance evaluation and professional growth system" or "system" means a method developed in compliance with this chapter by which educators are evaluated, rated on the basis of effectiveness and provided opportunities for professional growth.

    4. <u>Professional improvement plan.</u>   "Professional improvement plan" means a written plan developed by a school or district administrator with input from an educator that outlines the steps to be taken over the coming year to improve the effectiveness of the educator. The plan must include but need not be limited to appropriate professional development opportunities.

    5. <u>Summative effectiveness rating.</u>   "Summative effectiveness rating" means the effectiveness rating of an educator that is assigned at the end of an evaluation period. Ratings or comments provided to the educator during the evaluation period for the purpose of providing feedback, prior to assignment of a final effectiveness rating, are not summative effectiveness ratings.

§ 13702. <u>Local development and implementation of system</u>

Each school administrative unit shall develop and implement a performance evaluation and professional growth system for educators. The system must meet the criteria set forth in this chapter and rules adopted pursuant to this chapter and must be approved by the department.

§ 13703. <u>Use of effectiveness rating; grievance</u>

A superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including, but not limited to, decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.

Receipt of summative effectiveness ratings indicating that a teacher is ineffective for 2 consecutive years constitutes just cause for nonrenewal of a teacher's contract unless the ratings are the result of bad faith.

Any appeal of, or grievance relating to, an evaluation conducted pursuant to this chapter or an effectiveness rating resulting from implementation of a system is limited to matters relating to the implementation of the system or the existence of bad faith in an evaluation or the assignment of a rating. The professional judgment involved in an evaluation or implementation of the system is not subject to appeal or grievance.

§ 13704. Elements of system

A performance evaluation and professional growth system consists of the following elements:

1. Standards of professional practice. Standards of professional practice by which the performance of educators must be evaluated.

A. The department shall provide, by rule, a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for teachers and a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for principals;

2. Multiple measures of effectiveness. Multiple measures of educator effectiveness, other than standards of professional practice, including but not limited to student learning and growth;

3. Rating scale. A rating scale consisting of 4 levels of effectiveness.

A. The rating must be based on standards of professional practice and measures of educator effectiveness. The proportionate weight of the standards and the measures is a local decision, but measurements of student learning and growth must be a significant factor in the determination of the rating of an educator.

B. The rating scale must set forth the professional growth opportunities and the employment consequences tied to each level.

C. At least 2 of the levels must represent effectiveness, and at least one level must represent ineffectiveness;

4. Professional development. A process for using information from the evaluation process to inform professional development;

5. Implementation procedures. Implementation procedures that include the following:

A. Evaluation of educators on a regular basis, performed by one or more trained evaluators. The frequency of evaluations may vary depending on the effectiveness level at which the educator is performing, but observations of professional practice, formative feedback and continuous improvement conversations must occur throughout the year for all educators;

B. Ongoing training on implementation of the system to ensure that all educators and evaluators understand the system and have the knowledge and skills needed to participate in a meaningful way;

C. A peer review component to the evaluation and professional growth system and opportunities for educators to share, learn and continually improve their practice; and

D. Formation of a steering committee composed of teachers, administrators and other school administrative unit staff that regularly reviews and refines the performance evaluation and professional growth system to ensure that it is aligned with school administrative unit goals and priorities; and

6. Professional improvement plan.   The opportunity for a educator who receives a summative effectiveness rating indicating ineffectiveness in any given year to implement a professional improvement plan.

§ 13705. Phase-in of requirements

The requirements of this chapter apply to all school administrative units beginning in the 2015-2016 school year. In the 2013-2014 school year, each unit shall develop a system that meets the standards of this chapter, in collaboration with teachers, principals, administrators, school board members, parents and other members of the public. In the 2014-2015 school year, each unit shall operate as a pilot project the system developed in the prior year by applying it in one or more of the schools in the unit or by applying it without using results in any official manner or shall employ other means to provide information to enable the unit to adjust the system prior to the first year of full implementation. Nothing in this section prohibits a unit from fully implementing the system earlier than the 2015-2016 school year.

§ 13706. Rules

The department shall adopt rules to implement this chapter, including but not limited to a rule relating to the method of identifying the educator or educators whose effectiveness ratings are affected by the measurement of learning or growth of a particular student. The department shall also adopt rules pertaining to the approval of performance evaluation and professional growth systems pursuant to section 13702. Rules adopted pursuant to this section are major substantive rules pursuant to Title 5, chapter 375, subchapter 2-A.

Sec. A-4. 20-A MRSA §15681, sub-§1, ¶D is enacted to read:

D. To receive targeted educator evaluation funds, a school administrative unit must have or be in the process of developing a performance evaluation and professional growth system pursuant to chapter 508 and the rules adopted pursuant to that chapter.

Sec. A-5. 20-A MRSA §15681, sub-§6 is enacted to read:

6. Targeted funds for educator evaluation.   For educator evaluation funds beginning with the 2013-2014 school year, the commissioner shall calculate the amount available to assist school administrative units in developing and implementing performance evaluation and professional growth systems pursuant to chapter 508.

Sec. A-6. Council created. The Maine Educator Effectiveness Council, referred to in this section as "the council," is created to make recommendations regarding implementation of the Maine Revised Statutes, Title 20-A, chapter 508 to the Commissioner of Education and the Joint Standing Committee on Education and Cultural Affairs.

1. Members. The council consists of the Commissioner of Education or the commissioner's designee and the following members, appointed by the Commissioner of Education:

A. A member of the State Board of Education, nominated by the state board;

B. Four public school teachers, at least one of whom is a special education teacher, appointed from a list of names provided by the Maine Education Association;

C. A member representing educators in tribal schools in this State, appointed from a list of names provided by the respective tribal schools that are affiliated with Maine Indian Education;

D. Two public school administrators, appointed from a list of names provided by the Maine Principals' Association and the Maine School Superintendents Association;

E. Two members of school boards, appointed from a list of names provided by the Maine School Boards Association;

F. One faculty member representing approved educator preparation programs;

G. Two members of the business community; and

H. Two members of the general public with interest and experience in the education field.

The council must be cochaired by the Commissioner of Education and one other council member elected by the full membership of the council. The council may establish subcommittees and may appoint persons who are not members of the council to serve on the subcommittees as needed to conduct the council's work.

2. Duties. The council shall recommend standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508. The council shall:

A. Recommend a set of professional practice standards applicable to teachers and a set of professional practice standards applicable to principals;

B. Recommend a 4-level rating scale with clear and distinct definitions applicable to teachers and principals;

C. Recommend potential measures of student learning and growth;

D. Recommend the major components of an evaluation process, including but not limited to:

(1) Ongoing training to ensure that evaluators and teachers and principals have a full understanding of the evaluation system and its implementation;

(2) Methods of gathering evidence for the evaluation, which may include observation by

supervisors and peers, self-reflection, student or parent surveys, analysis of artifacts and evidence portfolios;

(3) Methods of providing feedback to teachers and principals for formative evaluation purposes;

(4) Weighting of measures used in evaluating teachers and principals, which must provide that student learning and growth indicators inform a significant portion of the effectiveness rating;

(5) Methods for aligning district, school and classroom goals using the evaluation system; and

(6) Methods for linking summative effectiveness ratings to human capital decisions; and

E. Recommend a system of supports and professional development linked to effectiveness ratings for teachers and principals, including a process for developing and implementing a professional improvement plan.

3. Report. The Commissioner of Education shall submit a report regarding the work of the council to the Joint Standing Committee on Education and Cultural Affairs no later than November 1, 2012. The report must include the council's recommendations regarding implementation of the requirements set forth in Title 20-A, chapter 508 and recommendations regarding the continuing work of the council.

4. Staff assistance. The Department of Education shall provide staff assistance to the council. The department may seek and employ grant funds to provide additional assistance.

5. Council continuation. The council is authorized to continue meeting, if it so desires, 90 days after adjournment of the First Regular Session of 126th Legislature.

PART B

Sec. B-1. 20-A MRSA §13008 is enacted to read:

§ 13008. Educator preparation program data

1. Definitions. As used in this section, unless the context otherwise indicates, the following terms have the following meanings.

A. "Educator preparation program" means a public or private baccalaureate-level or postbaccalaureate-level program approved by the state board to recommend graduates for certification pursuant to chapter 502 as prekindergarten to grade 12 teachers, educational specialists or school leaders.

B. "Program completer" means a person who, by successfully completing all of an educator preparation program's requirements, has qualified for a recommendation for certification as a

prekindergarten to grade 12 teacher, an educational specialist or a school leader.

2. Data collection. The department shall collect data relating to educator preparation programs, including but not limited to the following information with respect to each educator preparation program:

A. The number of program completers;

B. The number of program completers who pass certification tests and the number of those who attain provisional licensure in the State;

C. The number of program completers who proceed from provisional licensure to professional licensure; and

D. The number of program completers who are teaching in schools in this State 3 and 5 years after they complete that educator preparation program.

3. Report. The department shall annually report the data collected under this section to the Governor, the state board and the joint standing committee of the Legislature having jurisdiction over education matters.

Sec. B-2. 20-A MRSA §13011, sub-§6, as enacted by PL 1989, c. 889, §8, is repealed and the following enacted in its place:

6. Alternative pathways to certification. The state board shall develop and adopt rules providing a method for a person who has not completed an approved educator preparation program as defined under section 13008 to obtain provisional educator certification through an alternative pathway that:

A. Is designed for candidates who can demonstrate subject matter competency that is directly related to the certificate endorsement being sought and obtained through prior academic achievement or work experience;

B. May feature an accelerated program of preparation;

C. Uses mentorship programs that partner teacher candidates with mentor teachers; and

D. Includes accountability provisions to ensure that teacher candidates demonstrate the knowledge and skills established pursuant to section 13012, subsection 2-B prior to issuance of a provisional teacher certificate.

Sec. B-3. 20-A MRSA §13011, sub-§10, as enacted by PL 2003, c. 445, §2, is amended to read:

10. Conditional certificate; transitional endorsement; exception. A conditional certificate is a certificate for teachers and educational specialists who have not met all of the

requirements for a provisional or professional certificate. A school administrative unit may employ a conditionally certified teacher or educational specialist who is in the process of becoming professionally certified notwithstanding the availability of provisionally or professionally certified teachers or educational specialists. Any amendment to the rules adopted pursuant to this chapter that revises the qualifications for a conditional certificate or transitional endorsement does not apply to a person who was issued a conditional certificate or transitional endorsement prior to or during the school year preceding the adoption of revisions to the rules as long as the holder of the conditional certificate or transitional endorsement annually completes the required course work and testing as determined by the department for the school year preceding the adoption of revised rules.

Sec. B-4. 20-A MRSA §13012, sub-§2-A, as enacted by PL 2001, c. 534, §2 and amended by PL 2005, c. 397, Pt. D, §3, is further amended to read:

2-A. Qualifications. State board rules governing the qualifications for a provisional teacher certificate must require that a certificate may only be issued to an applicant who meets the requirements of subsection 2-B, has successfully completed a student teaching experience of at least 15 weeks and:

A. For elementary school, has met academic and preprofessional requirements established by the state board for teaching at the elementary school level and has graduated from an accredited, degree-granting educational institution upon completion of:

    (1) A bachelor's degree from a 4-year accredited college or university;

    (2) A 4-year program in liberal arts and sciences; or

    (3) An approved 4-year teacher preparation program and has majored in the subject area to be taught or an interdisciplinary program in liberal arts;

B. For secondary school, has met academic and preprofessional requirements established by the state board for teaching at the secondary school level and has graduated from an accredited, degree-granting educational institution upon completion of:

    (1) A bachelor's degree from a 4-year accredited college or university;

    (2) A 4-year program in liberal arts and sciences; or

    (3) An approved 4-year teacher preparation program and has majored in the subject area to be taught;

C. Is otherwise qualified by having met separate educational criteria for specialized teaching areas, including, but not limited to, special education, home economics, agriculture, career and technical education, art, music, business education, physical education and industrial arts, as established by the state board for teaching in these specialized areas; or

D. Has completed 6 credit hours of approved study within 5 years prior to application, has met entry-level standards and has held either a professional teacher certificate that expired more than 5 years prior to the application date or a provisional teacher certificate issued prior to July 1, 1988 that expired more than 5 years prior to the application date.

Sec. B-5. Certification rules. The State Board of Education shall amend its rules relating to certification of educators under the Maine Revised Statutes, Title 20-A, section 13012 to require that any person seeking an endorsement to teach kindergarten to grade 8 students must demonstrate proficiency in math and reading instruction, including evidence-based reading instruction. For the purposes of this section, "evidence-based reading instruction" means instructional practices that have been proven by systematic, objective, valid and peer-reviewed research to lead to predictable gains in reading achievement. The requirement must apply to all teachers and educational specialists, including teachers in special education and teachers of English language learners.

Sec. B-6. Alternative certification working group. The State Board of Education shall establish a working group to develop one or more alternative certification pathways that meet the standards set forth in the Maine Revised Statutes, Title 20-A, section 13011, subsection 6. Members of the State Board of Education shall participate in the working group, and the State Board of Education shall invite the participation of representatives of the Maine Education Association, the Maine School Superintendents Association, the Maine Principals' Association, the Maine School Boards Association, Maine Administrators of Services for Children with Disabilities and Maine Administrators of Career and Technical Education, representatives of approved educator preparation programs, parents and the business community and other interested parties. The working group shall submit a report describing one or more alternative certification pathways to the State Board of Education and the Commissioner of Education. The State Board of Education shall submit the report to the Joint Standing Committee on Education and Cultural Affairs no later than November 1, 2012. The report must include pathway descriptions, the working group's recommendations and any draft legislation or rules needed to implement the recommendations.

Effective 90 days following adjournment of the 125th Legislature, Second Regular Session, unless otherwise indicated.

Key Elements of LD 1858 (Part A), Public Law 2011, Chapter 635
Title 20-A chapter 508

1. Each school administrative unit must develop and implement a performance evaluation and professional growth system for educators.

-   Prior law did not require evaluations for any staff other than probationary teachers.
-   As under prior law, the school board determines the "method" of evaluation and the superintendent is responsible for implementing the school-board-adopted evaluation method.

2. The performance evaluation and professional growth system developed and implemented by SAUs must:

    A. Comply with criteria set forth in Maine law, Title 20-A chapter 508;
    B. Comply with department rules to be developed over the next year; and
    C. Be approved by the Maine Department of Education.

3. Under Title 20-A, chapter 508, the elements of an evaluation and growth system include:

    A. Standards of professional practice by which teachers and principals are evaluated;
    B. Multiple measures of effectiveness, including student learning and growth;
    C. Four-level rating system that differentiates among educators based on standards of professional practice (A) and multiple measures (B), and attaches consequences to each level;
    D. A process for using information from the evaluations to inform professional development;
    E. Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components and a local steering committee to review and refine the system; and
    F. The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

4. Connection to professional development and to personnel decisions

-   Information from the evaluations must be used to inform professional development
-   An educator rated Ineffective must have an opportunity to develop and implement a professional improvement plan
-   Two consecutive years of an ineffective rating constitutes "just cause" for nonrenewal of a teacher's contract, unless the ratings are the result of bad faith
-   Grievances regarding an evaluation are limited to the process used in the evaluation (whether it was implemented in a manner consistent with the evaluation system) and the existence of bad faith on the part of the evaluator. Professional judgment of the evaluator cannot be grieved.
-   A teacher's summary effectiveness rating must be one of the factors taken into account in determining the order of layoff and recall of teachers.

5. There is a 4-year phase-in for the requirement:

-   During the 2012-13 school year, the Department, in collaboration with stakeholders and the Legislature, will flesh out the requirements for the systems, and will collect and/or create model systems

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- During the 2013-14 school year, each SAU will develop and adopt their locally-determined evaluation systems, and seek approval of the system from the Maine Department of Education.
- During the 2014-15 school year, each SAU will pilot its evaluation system, and adjust if needed based on the pilots
- During the 2015-16 school year, all educators must be evaluated and provide professional growth opportunities under a system that meets the criteria set forth in the statute and the rule, and that is approved by the Department of Education

6. Criteria will be fleshed out by Department of Education rules. The rules will be proposed by the Department, and will be based on recommendations from a 15-member stakeholder group, the Maine Educator Effectiveness Council (Council or "MEEC"). The Council is created in LD 1858.

- The Council is appointed by the Commissioner of Education and includes 4 teachers, 2 administrators, 2 school board members, a member of the State Board of Education, a representative of the tribal schools, an educator preparation program faculty member, 2 business members and 2 members of the general public
- The Council must submit a report to the Commissioner by November 1, 2012. The report will include recommendations regarding the required elements of an evaluation and professional growth system. For example, the Council will recommend either a single named set of professional practice standards (e.g., InTASC or ValEd), a list of specific standards from which SAUs may choose, or a set of standards that could be incorporated into a locally-developed or an established set of standards.
- The Department will begin a rulemaking process based on the recommendations (although the proposed rule may differ in some aspects from the recommendation). The public will have an opportunity to comment on the proposed rule in the Administrative Procedures Act (APA) process within the Department.
- After considering public comments and amending the rule, if needed, the Department will submit the rule to the Legislature, early in the next legislative session. The Legislature's Education Committee will then hold a public hearing on the rule and determine whether to allow the department to finally adopt the rule

7. The Essential Programs and Services (education funding) law is amended to create a targeted fund category entitled "Targeted funds for educator evaluation."

- The Department will determine an amount available to assist SAUs in developing and implementing performance evaluation and professional growth systems that comply with Title 20-A, chapter 508

8. The Department will adopt rules relating to determination of a "teacher of record" for each student, as required to be able to link student achievement or growth to a specific teacher or teachers.

PART B: Educator Preparation

1. The Department of Education will collect data and report it to the public, regarding educator preparation programs. The data will indicate, for each program, student:

- Program completion rates;

- Certification status; and

- Rates of 3-year and 5-year retention in the teaching profession.

2. Alternative certification pathways will be developed for persons who do not complete an educator preparation program.

- The State Board will adopt rules allowing a person to obtain certification through a method other than completion of an educator preparation program.

- The Board must establish a stakeholder working group to develop alternative certification pathways, and to make recommendations to the Board and the Commissioner of Education.

- The State Board must submit a report to the Legislature's Education Committee by November 1, 2012 including pathway descriptions, recommendations and draft legislation or rules needed to implement the recommendations

3. School administrative units may employ a conditionally certified teacher or educational specialist who is in the process of becoming certified, regardless of the availability of certified teachers or educational specialists

- Prior law allowed employment of conditionally certified teachers or educational specialists only if certified teachers or educational specialists were not available.

4. Fifteen weeks of student teaching will be required, by statute, as a condition of provisional licensure for a teacher. That requirement was required in rule, but not in statute.

5. A person seeking a certification endorsement to teach kindergarten through grade 8 students will be required to demonstrate proficiency in math and reading instruction.
- This requirement takes effect when the State Board of Education amends its rules to incorporate this requirement
- The requirement applies to all teachers and educational specialists

APPENDIX C
Department of Education Strategic Plan
Core Priority 2
"Great Teachers and Leaders"

Core Priority Area 2: Great Teachers and Leaders

Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders.

Research from around the globe makes clear that educator effectiveness has a profound effect on achievement. Indeed, the findings suggest that no other school-based factor is more important to learner outcomes than the effectiveness of teachers and school leaders. In a recent report, the Washington-based Center for American Progress found that "effective teachers are critical to raising achievement and closing longstanding gaps among student subgroups. Indeed, the research on this point has become absolutely clear: Students who have three or four strong teachers in a row will soar academically, regardless of their racial or economic background, while those who have a sequence of weak teachers will fall further and further behind." The impact of effective school leaders is just as profound.

As a consequence of these findings, teacher and leader effectiveness have become a central focus of federal education policy in recent years. At the center of the Obama administration's Race to the Top initiative was a significant emphasis on policy related to teacher and leader effectiveness. States wishing to take advantage of the flexibility the administration is now offering around some key aspects of the federal Elementary and Secondary Education Act will be required to develop detailed guidelines related to teacher and leader evaluation and require that local districts adopt evaluation systems consistent with state guidelines.

Improving teacher and leader effectiveness will require the development of a comprehensive system of training and support that begins with rigorous preparation programs and follows teachers and leaders throughout their careers.

Within this core priority area are four subcategories related to different aspects of teacher and leader effectiveness:

- ☐ Common standards for teacher and leader effectiveness
- ☐ Initial preparation and professional development programs that are rigorous, relevant, and data driven
- ☐ Next-generation evaluation systems for teachers and leaders
- ☐ Communities of practice designed to foster continuous improvement

Great Teachers and Leaders

1. Common standards for teacher and leader effectiveness

Advancing the cause of teacher and leader effectiveness means first defining what effective teaching and school leadership looks like. Through our *Learning Results*, Maine set standards for what its students should know and be able to do. It has not, however, established in law what its teachers and school leaders should know and be able to do.

Fortunately, educators across the nation have done a significant amount of work in this area, and several Maine school districts are piloting efforts to define performance expectations for their educators. In 2011, the Council of Chief State School Officers released an updated version of the core teaching standards adopted by the

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Interstate Teacher Assessment and Support Consortium (InTASC). This effort comes on the heels of the release, in 2008, of an updated version of the Interstate School Leaders Licensure Consortium standards for school leaders (ISLLC). Other national organizations, such as the National Board for Professional Teaching Standards, have developed and released standards of their own.

Maine should take advantage of these efforts and join the community of states that have adopted clear standards for teacher and school leader effectiveness. Next, efforts should be undertaken to use these standards as the basis for aligning the state's policies regarding approval of teacher preparation programs, teacher and leader certification and recertification, the employment of educational personnel and their evaluation, mentoring, and ongoing professional development. This work should be done in close collaboration with stakeholder groups, especially those representing teachers and school leaders.

Goal: Educator preparation, training and evaluation are informed by a common understanding of effective teaching and leadership.

Objective: Adopt state standards for teacher and leader effectiveness and align state statute and rules accordingly.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Policy	Develop state standards for teacher and leader effectiveness for adoption by the Maine Legislature.	Maine DOE, in collaboration with stakeholders	By completion of 2012 legislative session
Policy	Establish plan to update related rule chapters in order to ensure that effectiveness standards are fully implemented in rule and policy. Goal to have all rules and policy updated within five years.	Maine DOE, State Board of Education, stakeholders	Implementation plan due September 1, 2012
Collaboration and Communication	Develop plan to publicize effectiveness standards; feature examples of effective teaching and school leadership in online Communities of Practice.	Maine DOE communications team to develop publicity plan	Plan due September 1, 2012

Great Teachers and Leaders

2. Initial preparation and ongoing professional development programs that are rigorous, relevant, and data-driven

Today, the availability and effectiveness of both initial preparation and professional development programs for teachers and leaders vary dramatically. The goal should be to have high-quality initial preparation programs that are research-driven and classroom-based, as well as ongoing professional development opportunities for in-service educators that are rigorous, relevant, and directed, as much as possible, by real-time data on the needs of both learners and educators. The state's recent struggles with learner outcomes in reading, for example, might be addressed by strengthening pre-service and in-service educator training in evidence-based reading instruction and implementing the other recommendations of Maine's forthcoming comprehensive state literacy plan.

Such training opportunities should take place, as often as is practical, in the schools where educators do their work. Effective preparation and ongoing training for Maine's early childhood educators are especially critical needs.

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Providing leadership training and development has been a challenge as well. While preparation programs for school leaders tend to focus on administration and management, a more pressing need in an era of real change is training and support related to leadership in executing transformations. Moving from a century-old model of schooling to a proficiency-based, learner-centered model of education will require fundamental change, and such change will require training in change leadership.

Making high-quality training and support for teachers and leaders more readily available will almost certainly require building some regional capacity to deliver it. The state should pursue the creation of regional teacher development centers as a means of maximizing training and professional development resources, while still connecting such opportunities to the specific instructional needs of local teachers and school leaders.

Goal: Maine educators are consistently supported through high-quality training and professional development.

Objective: Expand access to high-quality initial and ongoing training and professional development for teachers and school leaders, with a specific emphasis on transformation leadership and on effectively and efficiently meeting the training and support needs of all educators.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Policy	Amend the Chapter 114 rules governing state approval of teacher preparation programs, with the goal of improving the rigor and relevance of such programs.	Chapter 114 stakeholder group, Maine DOE, State Board of Education	By completion of 2012 legislative session
Planning and Implementation	Complete Maine's comprehensive state literacy plan and implement its recommendations.	Maine DOE, in cooperation with stakeholders	Plan under development; implementation to begin fall of 2012
Regionalization	Develop and provide support for regional teacher development centers to coordinate and conduct regional professional development opportunities for teachers and school leaders.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012
DOE Initiative	Develop an annual state-level "leadership academy" for school and district leaders, with a specific focus on change leadership.	Maine DOE, in collaboration with stakeholders, business leaders	Initial leadership academy to take place summer, 2012

Great Teachers and Leaders

3. Next-generation evaluation systems for teachers and leaders

In its landmark 2009 study of educator evaluation systems, *The Widget Effect*, The New Teacher Project concluded that current educator evaluation systems "fail to differentiate performance among teachers," with the result that "a teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way." The same could be said for the evaluation of school and district leaders.

Effective teaching and school leadership require meaningful evaluation of teachers and school leaders. This in turn requires high-quality evaluation systems, administered by trained evaluators, that are fair and that provide clear and constructive feedback, which is then used to improve professional practice. Consistent with the principles outlined in the U.S. Department of Education's ESEA waiver framework, the State should adopt a common set of guidelines that inform the development, at the district level, of teacher and leader evaluation systems.

The state should also work with districts to develop regional teacher development centers that not only support the training of the evaluators themselves, but make use of evaluation data to design and implement targeted professional development.

Goal: Highly effective educator evaluation systems are in place in every Maine school district.

Objective: Adopt statewide guidelines for locally developed teacher and leader evaluation systems, and support the development of a network of trained evaluators based in regional teacher development centers.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Policy	In consultation with stakeholders, adopt statewide guidelines for teacher and leader evaluation systems, consistent with ESEA flexibility guidance from USDOE.	Maine DOE, in cooperation with stakeholders, Maine Legislature	Statutory changes made by completion of 2012 legislative session; stakeholder panel to develop detailed guidelines; guidelines in place by January 1, 2013
Collaboration and Communication	Develop teacher and principal evaluation models consistent with adopted state guidelines and post to Maine DOE website.	Maine DOE, in cooperation with stakeholders	Evaluation models posted to web by April 1, 2013
Regionalization	Develop and provide support for regional teacher development centers to coordinate and conduct training of teacher and leader evaluators, and to design and implement training and professional development activities.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012

Great Teachers and Leaders

4. Communities of practice designed to foster continuous improvement

As Harvard's Tony Wagner argues in his book *The Global Achievement Gap*, teaching has been and continues to be a largely solitary practice providing few opportunities for collaboration and sharing of best practices. With the advent of the Internet, the sharing of new ideas and new approaches to teaching can be far more readily

facilitated. Instructional materials, research on best practices, and even videos of effective instructional methods can be shared instantly across the state and around the world. Today, though, no single statewide library of such materials exists. At the same time, large volumes of materials are available, but the absence of "curation," context and discussion make it extremely challenging to professionals seeking the right resource.

The Department is already at work developing an online "Communities of Practice" collaboration platform that will allow the state's educators to post instructional resources of various kinds, indexed to the state's *Learning Results,* and available anytime, day or night. The online collaboration platform will allow visitors to browse the work of various practice groups, participate in conversations about the materials and educational practice challenges, and join practice groups where they can more actively participate in ongoing development of education solutions. The platform could facilitate the development of a resource directory of best practices and become home to a collection of webinars and videos on effective instructional practices, while also connecting educators to like sites and resources centers in other states and around the globe. While in development at the moment, an early version of the site should be developed and deployed soon. Growing the platform to allow an unlimited number of self-formed and managed practice groups is the goal of this effort.

Additionally, the state should pursue development of "best practice schools" that can be centers both for research on best practices and for the sharing of effective instructional practices with visiting educators.

Goal: Maine's educators participate easily and often in statewide sharing of instructional best practices and professional development opportunities.

Objective: Develop a state-level, online resource center devoted to the sharing of effective educational practices and professional development resources. Form a network of regional "best practice" schools that develop, implement and promote effective practices.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Collaboration and Communication	Use the online Communities of Practice to facilitate the development of a resource directory for instructional resources and professional development materials.	Maine DOE communications team, in cooperation with the state's educators	Initial launch of resource directory by April 1, 2012
Best Practices	Develop a "Best Practice School" designation for schools undertaking research and development on effective instructional practices.	Maine DOE, in collaboration with stakeholders	Implementation plan to be developed by September, 2012

APPENDIX D
Maine ESEA Wavier Principle 3 Submission

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☒ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Maine policymakers this year took great strides toward measuring and improving the effectiveness of teachers and school leaders, with passage of LD 1858, "An Act to Ensure Effective Teaching and School Leadership" (Appendix XX). That legislation lays the groundwork for Maine's plan to meet the requirements of and develop a high-quality plan for Principle 3 of the ESEA Flexibility Request.

Prior to passage of LD 1858, "local control" of most education matters meant that there was little coordinated, clear policy regarding educator effectiveness. While state law provided that superintendents were responsible for evaluating staff, there was no specific requirement for evaluation of all teachers or school leaders, much less standards for doing so. The state's only "definition" of an effective teacher was laid out in the "Ten Initial Standards for Educator Certification," the minimal requirements to become a teacher. Past the stage where a teacher earned professional licensure, there were no statewide policies or efforts to ensure effective teachers or administrators.

LD 1858 enacted a new chapter in Maine's Education Law, Title 20-A of the Maine Revised Statutes. This new chapter, "Chapter 508, Educator Effectiveness," requires each of the State's school administrative units (SAUs) to develop and implement a "performance evaluation and professional growth (PE/PG) system" for all teachers and principals. Each "system" must meet state standards and be approved by the state Department of Education. This system requires:

- A clear set of professional practice standards that educators will be expected to meet
- Multiple ways of measuring an educator's effectiveness, including evaluation of professional practices and a look at the educator's impact on student achievement
- Opportunities for educators to improve their effectiveness by understanding where they fall short of expectations, and a clearly spelled-out professional improvement plan designed to enable them to meet expectations

LD 1858 lays out the basic structure of the PE/PG system, creates a process for fleshing out the details of the state standards and sets forth a timeline for development and implementation of systems on the local level.

Key Elements of the System
The basic structure of the new Maine PE/PG system is set forth in Chapter 508 of Title 20-A. Under Chapter 508, a PE/PG system consists of the following elements:

1. Standards of professional practice by which the performance of educators must be evaluated;
2. Multiple measures of educator effectiveness (in addition to professional practice evaluations) including but not limited to student learning and growth;
3. A rating scale consisting of 4 levels of effectiveness (at least 2 levels for "effective" educators and one level for "ineffective" educators), based on multiple measures, with the professional growth opportunities and employment consequences tied to each level;
4. A process for using information from the evaluation process to inform professional development;
5. Implementation standards that include trained evaluators, evaluation on a regular basis, training of educators to enable them to participate in the system in a meaningful way, peer review components and a local steering committee to review and refine the local system; and
6. Opportunities for educators rated as "ineffective" to implement a professional improvement plan.

These basic structural components are designed to ensure that systems are transparent, fair and meaningful, and to ensure that the PE/PG systems meet the criteria for ESEA Flexibility requests.

Timeline for Implementation
LD 1858 lays out a process for developing and implementing PE/PG systems over a four-year period. This period complies with the ESEA flexibility request requirements, as well as providing a reasonable length of time for further state policymaking as well as local adoption, piloting and adjustment.

- In the first year following passage of LD 1858 (2012-2013), stakeholders and policymakers at the State level will work together to flesh out details of the required systems.
- In the second year, 2013-2014, local SAUs must develop local systems that comply with the state requirements. There is likely to be some flexibility within the state standards, to allow variations among SAUs, so this year would be the time for local policymakers, parents, administrators and educators to create the best system for local conditions.
- In school year 2014-15, local SAUs will pilot their systems, either by using them only in certain schools, with a portion of educators or with all educators but without "counting" the results. The

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pilot allows people to see how the system works, and make adjustments to ensure that it meets expectations.
- In school year, 2015-16, local systems must be fully implemented.

The Statute
LD 1858, which enacted Chapter 508 into law, earned a unanimous favorable vote of the Legislature's Joint Standing Committee on Education and Cultural Affairs, and was ultimately passed by unanimous vote of both houses of Maine's legislature, demonstrating that key state policymakers understand the need to for the state to address educator effectiveness in a comprehensive way. LD 1858 also directed the Department to create a stakeholder group to recommend ways to identify the details of the system, and to work with the Department and the Legislature to put the finishing touches on the system over the upcoming year.

The Maine Educator Effectiveness Council (MEEC) is the 16-member stakeholder group created in LD 1858. It includes teachers, administrators, state policymakers, school board members and representatives of the business community, the general public, and teacher preparation programs. Members were nominated by professional associations and other stakeholder groups and appointed by the Commissioner of Education.

MEEC was assigned the general task of recommending standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508. MEEC recommendations will be sent to the Joint Standing Committee on Education and Cultural Affairs by November 1, 2012. Based on those recommendations, the Department of Education will also begin a rulemaking process to place the details of the new systems into Department rule. The proposed rule, and the MEEC recommendations will be reviewed by the Legislature in the First Regular Session of the 126th Legislature, beginning in January, 2013. The Department will work diligently to have final legislative approval of the rule before the end of the 2012-2013 school year.

MEEC Discussions to Date
The Council has met several times regularly since the end of May, formulating its governing structure and work plan, and making some significant decisions about the structure of the developing systems. More work is ahead, but the group has demonstrated its commitment to work hard, to productively address concerns and to work toward consensus on all issues.

One over-arching issue that the Council will continue to struggle with is the need to find the right balance between uniformity and flexibility. With its history of local control of education matters, Maine leans toward supporting local flexibility. An additional concern leaning toward flexibility is that many SAUs, including those participating in the State's Maine Schools for Excellence initiative, have already spent significant resources creating robust evaluation and support systems, and the Council is reluctant to force them to throw out the work already done. But with the desire for greater coordination and equity across the state, there is also a desire for creating more uniformity of PE/PG systems.
One of the Council's earliest decisions concerns the set of professional practice standards for both teachers and principals. The Council acknowledged that many districts already have systems in place or in development which may or may not share common features. While aware and supportive of local governance and the valuable work underway, the Council also seeks to encourage greater uniformity. For example, the Council will recommend that districts use one particular set of the professional practice

standards along with a related set of observation rubrics. However, because there are a handful of such standards currently in use with sufficient level of alignment between them, districts will also be able to select from among a small set of other standards as long as they are closely aligned with those recommended by the Council.

Further work will be done by MEEC during the coming months. Their meetings are open to public and there will be opportunities to comment through the rulemaking Legislative processes.

.B   ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B   Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

The following High Quality Table outlines the significant series of steps the Maine DOE and the Maine Educator Effectiveness Council will undertake over the next several years to develop and implement a Performance Evaluation and Professional Growth (PE/PG) system that meet the requirements of state statute and rule.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Enact legislation laying out basic principles for a PE/PG system, and a process for fleshing out the system	Done	Commissioner	Public Law 2011, chapter 635 (LD 1858), see Appendix 4		Accomplished
Appoint members of the Maine Educator Effectiveness Council (MEEC), pursuant to membership list in PL 2011, chapter 635	Done	Commissioner; Policy & Programs Director; Professional Associations (MEA, MSSA, MSBA, MPA, MADSEC)	Membership List		Accomplished

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Schedule, plan and implement MEEC meetings	The MEEC has met on May 29th; June 20th; July 9th; July 27th; August 10th; August 24th. Future meetings are scheduled for September 14th and 28th. October schedule is TBD.	Commissioner; Policy & Programs Director; Council Co-chair Grace Leavitt; Mark Kostin; MEEC members	Agendas	Significant staff time of Commissioner, Policy & Programs Director; Mark Kostin will continue to be needed to staff the Council	Time commitment of members, now that the school year has started.
Review and track progress of school districts participating in the "Maine Schools for Excellence" (MSFE) project, funded by a federal TIF grant	Ongoing; MSFE Director made presentation to MEEC at June 20th meeting; Department and professional association heads receive quarterly updates through MSFE Executive Committee meetings	MSFE Project Director; professional association directors, Commissioner; Policy & Programs Director; MEEC members	Lewiston School District TIF Progress Report Other progress reports during throughout the year	N/A	N/A
Prepare and submit report to the Joint Standing Committee with MEEC recommendations	Report is due November 1, 2012. Drafts will be reviewed in late October.	Commissioner; Policy & Programs Director; Council Co-chair Grace Leavitt; Mark Kostin; MEEC members	Report document, when submitted	Significant staff time of Commissioner and Policy & Programs Director	N/A

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Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Begin Department rulemaking process to provide detailed standards for the PE/PG system, including: Professional practice standards Implementation requirements Teacher of record determinations	The Department will begin the rulemaking process with the goal of completing the administrative portion of the process by December 31st. This will require that a draft rule be proposed not later than November 1st, with a public hearing and comment period during the month of November, followed by review of comments, revision of the rule as needed in response to the comments, and approval by the Attorney General and the Office of the Governor, prior to submittal to the Legislature.	Policy & Programs Director, Commissioner, utilizing available recommendations from the MEEC	Timeline for Administrative Rulemaking Process; Statute regarding Legislative Review of Major Substantive Rules; Department's Regulatory Agenda indicating rulemaking pursuant to Public Law 2011, chapter 635	Significant DOE Staff Time will be needed to complete the proposed rules and to respond to public comment.	N/A
Submit provisionally adopted rule to the Legislature by legislative deadline (likely to be early to mid-January)	DOE must complete the administrative rulemaking process and file the "provisionally adopted" rule with the Legislature by early to mid-January.	Policy & Programs Director; Commissioner	Rulemaking documents, including proposed rule, public comments and responses and provisionally adopted rule	N/A	N/A

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Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.,* staff time, additional funding)	Significant Obstacles
Work with the members of the Joint Standing Committee on Education and Cultural Affairs to obtain passage of a Legislative Resolve authorizing final adoption of the rule implementing the PE/PG system	Once the provisionally adopted rule is filed with the Legislature (mid-January), the Revisor's Office prepares a Resolve authorizing adoption of the rule. This Resolve is referred to the Education Committee, which holds a public hearing and as many work sessions as needed to make its decision. The timing of the public hearing, and the number of work sessions required is a matter of legislative discretion. The Department will encourage review early in the Legislative session (February), with a goal of obtaining passage of the Resolve by the end of March, and final adoption of the rule by the Department in April or May 2013, depending on whether the Legislature directs the Department to make significant changes to the rule.	Commissioner; Policy & Programs Director; professional associations, MEEC members	Legislative Resolve – original and enacted	Significant staff time of Commissioner and Policy & Programs Director	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Identify Targeted Funds local implementation	Section A-5 of PL 2011, c. 635 requires the Commissioner to calculate the amount available to assist SAUs in developing and implementing PE/PG systems. Targeted funds will be available beginning in the 2013-14 school year. The budget for school funding for 2013-14 will be included in the Governor's proposed Budget Bill for Fiscal Years 2014 and 2015. This bill is generally submitted to the Legislature in _____ of the First Regular Session of the Legislature. The Department will work with finance experts to determine the amounts currently calculated for evaluations, and determine potential additional amounts for that purpose.	Commissioner; Deputy Commissioner	Inclusion of targeted funds in budget bill (school funding section)	Significant staff time of Commissioner and Deputy Commissioner	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Provide ongoing opportunities for involvement of all stakeholders in the development and implementation of PE/PG systems that meet the requirements of state statute and rule	The November 1st MEEC report to the Legislature may ask for continuation of the Council's role in development of the PE/PG system extending it beyond its initially stated duration	MEEC Co-Chairs	Legislative authority extending MEEC operations	Significant staff time of Commissioner, Policy & Programs Director; Mark Kostin will continue to be needed to staff the Council	N/A
Provide guidance and technical assistance to the field in development of PE/PG systems that meet the requirements of state statute and rule	The weekly Commissioner's Update will include ongoing reports of rulemaking and legislative action on PE/PG system requirements. Once the Legislature authorizes final rule adoption, the Department will provide information through several media, which may include Webinars, conferences, and written materials.	Office of the Commissioner	Communications and materials	Significant DOE staff time	N/A
Implement a process for Department approval of local PE/PG systems	Local development and DOE approval is expected to occur during the 2013-14 school year	Office of the Commissioner	Documentation of DOE approval process described in proposed rule	Significant DOE staff time	N/A
Local system pilots occur, with a clear process for evaluating and adjusting systems as needed	School year 2014-15	LEAs and Office of the Commissioner	Guidance to LEAs on evaluating and adjusting systems	Significant DOE staff and LEA time	N/A

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APPENDIX E
Council Decision Matrix

Maine Educator Effectiveness Council Decision Matrix -- November 1, 2012

ISSUE: General; Coverage of the Law

Statutes, Title 20-A
>**§13702**:
>
>"Each school administrative unit shall develop and implement a performance evaluation and professional growth system for educators."
>
>**§13701:**
>
>'Educator' means a teacher or a principal.

Charge to the Council:
>The Council shall recommend standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508.

ESEA Waiver Requirement:
>To receive flexibility, an SEA and each LEA must commit to develop, adopt, pilot and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that: …
>The terms "teacher" and "principal" are not defined

Key Questions	Working Definitions (July 9, 2012)
How should we define "Teacher" and "Principal" as used in Title 20-A, 13702? In addition to classroom teachers (regular education and special education), what other certified or licensed educational personnel, if any, should be covered? • Literacy Specialists? Guidance Counselors? • Assistant principals, teaching principals? • Other administrators – curriculum coordinator? Special education administrators? What guiding criteria should be used to determine who is covered?	MEEC will proceed for now with a broad definition of both terms – and consider excluding types of staff if their inclusion seems inappropriate or unworkable as MEEC develops the system "Teacher" includes all teachers and educational specialists listed in sections 1, 2 and 3 of DOE Certification Rule, Chapter 115, Part II "Principal" includes all administrators in Section 4 of DOE Rule Chapter 115, Part II, EXCEPT superintendents and assistant superintendents

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ISSUE: Professional Practice Standards

Statutes, Title 20-A
>**§13704(1):** A PE/PG system consists of…
>1. Standards of professional practice by which the performance of educators must be evaluated.
>>A. The department shall provide, by rule, a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for teachers and a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for principals.

Charge to the Council:
>The Council shall … recommend a set of professional practice standards applicable to teachers and a set of professional practice standards applicable to principals;

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The evaluation and support system must (3) use multiple valid measures in determining performance levels, including … measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios and student and parent surveys)

Key Questions	Consensus Recommendation
Should there be a single set of "Professional Practice Standards" for teachers and a single set for principals, or should there be some level of local flexibility? What should the professional practice standards be? If nationally recognized standards are allowed, which ones? If state-developed standards, what should they be?	Consensus on use of InTASC standards for teachers and ISLLC standards for principals, plus standards that are aligned with InTASC and ISLLC -- NBPTS, Marzano, Danielson, NBPTS-principals, Consensus on the use of associated descriptors for the standards and rubrics for each standard that are aligned with the adopted standard. Consensus that any SAU may use any set of standards that is aligned with InTASC (teachers) or ISLLC (principals), as demonstrated to Maine DOE by the SAU Need to discuss further the questions: • What forms of evidence can/must be used in measuring performance against the standards?

ISSUE: Measures of Student Learning and Growth

Statutes, Title 20-A

§13704(2). A PE/PG system consists of …

2. Multiple measures of educator effectiveness, other than standards of professional practice, including but not limited to student learning and growth;

Charge to the Council:

The Council shall …

Recommend potential measures of student learning and growth;

ESEA Waiver Requirement:

The evaluation and support system must (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities) …

Key Questions	Consensus Recommendation (October 12, 2012)
What measures of student learning and growth should be allowed or required to be used in determining teacher and principal ratings?	Statewide, Standardized Tests (NECAP, SBAC) and other commercially available tests (e.g., NWEA) are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided: • Test results are included in the evaluation of a teacher or principal only if the test measures <u>growth</u> of a student after having been taught by that teacher, or being led by that principal; • Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring); • Results are included for a student only if the student took both the pre-test and the

post-test;
- The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not student attendance);
- The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and
- The data used in the evaluation is a statistically reliable sample, (which may require 3-5 years of data, a power-analysis, etc).

District and school-developed assessments may also be potential measures of student learning and growth that may be indicators of student learning and growth provided they meet the bulleted criteria above and
- They are developed collaboratively (with administrators and/or other teachers); and
- There is an adequate level of validation

Student learning objectives (SLOs) and Individual Education Plan (IEP) goals may establish an appropriate basis for measuring student growth and educator effectiveness, provided that program toward the objective or goal can be, and is assessed according to the criteria set forth above for standardized, commercially available or district-developed assessments.

The following are not potential measures of student learning and growth: high school graduation rates; student, parent or community perception surveys.

The following are not potential measures of student learning and growth for teachers: the "School Accountability Index" and the "Achievement Gap Measure," which are two school-wide measures proposed as part of Maine's ESEA/NCLB accountability system.

The Council divided evenly (5-5 vote) on the question of whether the School Accountability Index is a potential measure of student learning and growth that might be an indicator of effectiveness for principals, and did not fully discuss the use of an Achievement Gap Measure as a potential measure of student learning and growth with regard to principals.

ISSUE: Levels of Effectiveness/ Rating Scale

Statutes, Title 20-A
  §13704 (3). A PE/PG system consists of …
  3. A rating scale consisting of 4 levels of effectiveness.
      A. The rating must be based on standards of professional practice and measures of educator effectiveness. The proportionate weight of the standards and the measures is a local decision, but measurements of student learning and growth must be a significant factor in the determination of the rating of an educator.
      B. The rating scale must set forth the professional growth opportunities and the employment consequences tied to each level.
      C. At least 2 of the levels must represent effectiveness, and at least one level must represent ineffectiveness;
Charge to the Council:
      The Council shall …
        ● Recommend a 4-level rating scale with clear and distinct definitions applicable to teachers and principals
        ● Recommend major components of an evaluation process, including:

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(4)Weighting of measures used in evaluating teachers and principals, which must provide that student learning and growth indicators inform a significant portion of the effectiveness rating.

ESEA Waiver Requirements:

The evaluation and support system must (2) meaningfully differentiate performance using at least 3 performance levels; and (3) use multiple valid measures in determining performance levels … including student growth and other measures of professional (see above sections)

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
What should the levels be called? How does one determine what level a teacher or principal is assigned to? What weight should be assigned to the measures used in the evaluation? What are the implications of being in each of the levels? What other measures of educator effectiveness should systems be able to use, or required to use (in addition to professional practice standards and measures of student learning and growth)			

ISSUE: Implementation, including Evaluation frequency; training; evidence; peer review and collaboration; Steering Committee

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Statutes, Title 20-A

§13704(5). A PE/PG system consists of …

5. Implementation procedures that include the following:

A. Evaluation of educators on a regular basis, performed by one or more trained evaluators. The frequency of evaluations may vary depending on the effectiveness level at which the educator is performing, but observations of professional practice, formative feedback and continuous improvement conversations must occur throughout the year for all educators;

B. Ongoing training on implementation of the system to ensure that all educators and evaluators understand the system and have the knowledge and skills needed to participate in a meaningful way;

C. A peer review component to the evaluation and professional growth system and opportunities for educators to share, learn and continually improve their practice; and

D. Formation of a steering committee composed of teachers, administrators and other school administrative unit staff that regularly reviews and refines the PE/PG system to ensure that it is aligned with school administrative unit goals and priorities;

Charge to the Council:

The council shall:

D. Recommend the major components of an evaluation process, including but not limited to:

(1) Ongoing training to ensure that evaluators and teachers and principals have a full understanding of the evaluation system and its implementation;

(2) Methods of gathering evidence for the evaluation, which may include observation by supervisors and peers, self-reflection, student or parent surveys, analysis of artifacts and evidence portfolios;

(3) Methods of providing feedback to teachers and principals for formative evaluation purposes;

ESEA Waiver Requirements:

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The evaluation and support system must (4) evaluate teacher and principals on a regular basis; (5) provide clear, timely and useful feedback , including feedback that identifies needs and guides professional development

Key Questions	Initial thoughts; Clarifying Q's; pros and cons of options	Info Needs/ Models	Decisions Tentative/Final
What is the frequency of evaluation? The frequency of different components, e.g., observations?			
What type of training is required for evaluators? For evaluated staff?			
How should evidence be gathered for an evaluation – e.g., portfolio, peer observations, surveys, etc?			
How can feedback be provided for formative purposes?			
How will steering committees be formed and what is their role? What role does peer review play?			
How will educators be provided opportunities to share, learn and continually improve their practice?			

ISSUE: Link between effectiveness ratings and professional growth

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Statutes, Title 20-A
> **§13703**
> A superintendent shall use effectiveness rating of educators to inform strategic human capital decision making, including … induction, mentoring, professional development…
> **§ 13704(4) and (6)**
> A PE/PG system consists of the following elements:
>> 4. A process for using information from the evaluation process to inform professional development.
>> 6. The opportunity for an educator who receives a summative effectiveness rating indicating ineffectiveness in any given year to implement a professional improvement plan.
>>> §13701(4) defines professional improvement plans as a written plan developed by a school or district administrator with input from an educator that outlines the steps to be taken over the coming year to improve the effectiveness of the educator. The plan must include but need not be limited to appropriate professional development opportunities.

Charge to the Council:
> The Council shall:
> E. Recommend a system of supports and professional development linked to effectiveness ratings for teachers and principals, including a process for developing and implementing a professional improvement plan.

ESEA Waiver Requirement:
> The evaluation and support system must (1) be used for continual improvement of instruction; (5) provide clear, timely and useful feedback , including feedback that identifies needs and guides professional development

Key Questions	Initial thoughts; Clarifying Q's; pros	Info Needs/Models	Decisions: Tentative/ Final

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	and cons of options		
What system of supports and professional development should be linked to the system? How should a professional improvement plan be developed and implemented?			

ISSUE: Link between effectiveness ratings and human capital decisions

Statutes, Title 20-A

    §13201:

        In any negotiated agreement, the criteria negotiated by the school board and the bargaining agent to establish the order of layoff and recall must include the teacher's effectiveness rating pursuant to chapter 508 as a factor and may also include, but not be limited to, seniority.

    §13703

        A superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including but not limited to decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.

        Receipt of summative effectiveness ratings indicating that a teacher is ineffective for 2 consecutive years constitutes just cause for nonrenewal of a teacher's contract unless the ratings are the result of bad faith.

Charge to the Council:

    The Council shall…

    E. Recommend the major components of an evaluation process, including but not limited to

    (6) Methods for linking summative effectiveness ratings to human capital decisions

ESEA Waiver Requirement:

    The evaluation and support system must (6) be used to inform personnel decisions.

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final

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ISSUE: Link between evaluation and support system and other goals

Charge to the Council:

The Council shall…

D. Recommend the major components of an evaluation process, including but not limited to:

(5) Methods for aligning district, school and classroom goals using the evaluation system

Key Questions	Decision Process	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	

Additional Issues Raised at Council Meetings,
But Not Included in the Statute or Charge to the Council

ISSUE: Status of ratings as public documents or confidential personnel records

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
Are ratings of teachers and principals under a PE/PG system public information – permitted to be released, required to be released, or prohibited from being released?			

ISSUE: Monitoring of Local Implementation

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
How will local implementation of PE/PG systems be monitored to ensure compliance with requirements and fidelity to the system?			

ISSUE: Evaluating the Effectiveness of the PE/PG System

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
How will we evaluate whether the PE/PG system is effective at fulfilling its purposes – e.g., improving instruction, and differentiating between effective and ineffective educators? How do we know if we are looking at the right factors?			

APPENDIX F

InTASC Standards for Teachers

InTASC Model Core Teaching Standards
April 2011

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

<u>CRITICAL DISPOSITIONS</u>

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

<u>Standard #5: Application of Content</u>

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

<u>PERFORMANCES</u>

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

<u>PERFORMANCES</u>

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

<u>ESSENTIAL KNOWLEDGE</u>

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

<u>CRITICAL DISPOSITIONS</u>

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

<u>Standard #10: Leadership and Collaboration</u>

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<u>PERFORMANCES</u>

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

APPENDIX G
ISLLC Standards for Principals

Educational Leadership
Policy Standards: ISLLC 2008
as Adopted by
the National Policy Board for Educational Administration
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Standard 1
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:
    A. Collaboratively develop and implement a shared vision and mission
    B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
    C. Create and implement plans to achieve goals
    D. Promote continuous and sustainable improvement
    E. Monitor and evaluate progress and revise plans

Standard 2
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:
    A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
    B. Create a comprehensive, rigorous, and coherent curricular program
    C. Create a personalized and motivating learning environment for students
    D. Supervise instruction
    E. Develop assessment and accountability systems to monitor student progress
    F. Develop the instructional and leadership capacity of staff
    G. Maximize time spent on quality instruction
    H. Promote the use of the most effective and appropriate technologies to support teaching and learning
    I. Monitor and evaluate the impact of the instructional program

Standard 3
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:
    A. Monitor and evaluate the management and operational systems
    B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
    C. Promote and protect the welfare and safety of students and staff
    D. Develop the capacity for distributed leadership
    E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:
    A. Collect and analyze data and information pertinent to the educational environment
    B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
    C. Build and sustain positive relationships with families and caregivers
    D. Build and sustain productive relationships with community partners

Standard 5
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:
    A. Ensure a system of accountability for every student's academic and social success
    B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
    C. Safeguard the values of democracy, equity, and diversity
    D. Consider and evaluate the potential moral and legal consequences of decision-making
    E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:
    A. Advocate for children, families, and caregivers
    B. Act to influence local, district, state, and national decisions affecting student learning
    C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

APPENDIX H
Maine Educator Effectiveness Council Readings

Maine Educator Effectiveness Council Readings

A comprehensive list of materials distributed to Maine Educator Effectiveness Council members is provided on the Council's Website, at www.maine.gov/doe/accountability/meec. Internet links to the materials are also provided.

Among the material provided to the Council members is the following:

- Teacher & Leader Evaluation Framework, CCSSO
- State-by-state breakdown of Flexibility plans, Center on Education Policy.
- Summary of Round-One Flexibility Requests
- CCSSO Round-One Summaries
- Creating a Comprehensive System for Evaluating and Supporting Effective Teaching.
- Some of the nationally-recognized professional practice standards for teachers and for principals:
- Teachers
- National Board for Professional Teaching Standards (NBPTS)
- InTASC standards
- Danielson Framework
- Multiple models and other materials can be reviewed at the National Comprehensive Center for Teacher Quality.
- Principals
- ISLLC Standards
- National Board Certification for Educational Leaders

Other Materials

- Lewiston Public Schools - Teacher Evaluation and Professional Growth Program and MEEC Presentation
- Connecticut Performance Evaluation Advisory Council (PEAC) Recommendation
- InTASC Draft Learning Progressions for Teachers 1.0
- Kansas Educator Evaluation Protocol (KEEP)
- Wisconsin Educator Effectiveness Preliminary Report
- Danielson Framework Correlation with InTASC
- VAL-ED and ISLLC Alignment
- What Teachers Should Know and Be Able to Do - National Board for Professional Teaching Standards
- The Framework for Teaching Evaluation Instrument (Charlotte Danielson)
- System Level Names, Examples
- Final Rating, Examples
- Indicators, Examples
- Name of Level, Examples

- Maine DOE data collection (MEDMS) standards for teacher and principal evaluation
- Measures of Indirect Effects of Principal Performance, Examples
- Additional Measures of Teacher Performance, Examples
- CO and CT Comprehensive, Comparison of Educator Evaluation Systems
- DE and GA Comprehensive Comparison of Educator Evaluation Systems
- MA and NJ Comprehensive Comparison of Educator Evaluation Systems

Appendix XI

Recommendations of the
Maine Educator Effectiveness Council

Addendum to the Interim Report
May, 2013

Recommendations of the
Maine Educator Effectiveness Council

May 2013
Addendum
to

The Interim Report to the
Joint Standing Committee
on Education and Cultural Affairs
Pursuant to Public Law 2011, chapter 635
(November 2012)

May 13, 2013

Senator Rebecca Millett, Senate Chair
Representative Bruce MacDonald, House Chair
Joint Committee on Education & Cultural Affairs

Senator Millett, Representative MacDonald and Members of the Committee,

On behalf of the Maine Educator Effectiveness Council, we are submitting an Addendum to the November 2012 report we submitted to the committee pursuant to Public Law 2011, chapter 635. This Addendum presents an additional set of recommendations that has emerged since November 2012, as a result of the MEEC's ongoing work relating to implementation of Performance Evaluation and Professional Growth (PE/PG) systems under Title 20-A, chapter 508 of the Maine Revised Statutes.

While we still have work to do, what follows are additional recommendations organized by the duties as outlined in the statute. It is our hope that you take these into consideration as you review the Department of Education's proposed rule and any legislation related the development of Performance Evaluation and Professional Growth Systems.

Respectfully submitted

Stephen L. Bowen   Grace Leavitt
Commissioner, Department of Education   Teacher, Greely High School
MEEC Co-Chair   MEEC Co-Chair

What follows are recommendations reached by consensus of the members of the MEEC since November 1, 2012.

The single most critical factor for the success of the PE/PG system is the access by SAU's to a designated source of expertise and guidance in an evolving field.

The MEEC has come to understand the high degree of complexity involved in creating and maintaining a successful PE/PG system. As we have worked diligently to answer our charge, making recommendations in the best interests of our unique state, we have learned much from ongoing trials and errors in other states, and information is continuing to emerge as systems are implemented nationwide. In order to have a viable system in Maine, the MEEC recognizes the need for continuing its work as a permanent entity. Not only is there still work to be done in providing informed guidance in the design of the system, as indicated on page 5, but also, as systems are developed, piloted, and implemented, many questions, some unforeseen, will arise. The answers to these questions must rely upon the expertise of those who have studied and considered the various components of a PE/PG system, who understand the implications of the law itself, and who are abreast of current research.

Thus, the MEEC strongly recommends:

- Creation of a full-time educator effectiveness coordinator position within Maine DOE; and
- Continuation of the Educator Effectiveness Council with representation from the various stakeholder groups.

The coordinator will be responsible for making provisions for technical assistance and ongoing support to school administrative units in developing, piloting, and implementing PE/PG systems, including but not limited to: maintaining an online bank of approved PE/PG systems and system tools; facilitating training, and providing resources for use in developing, piloting, and implementing the components of a PE/PG system, such as providing frameworks for developing valid and reliable student learning and growth measures. In order to ensure that local SAU's are provided with informed, accurate guidance in the development of and maintenance of their systems, the Educator Effectiveness Council will serve as an advisory committee to the coordinator.

The following additional recommendations of the MEEC are organized by duties assigned to the Council by Public Law 2011, Chapter 635—An Act to Ensure Effective Teaching and School Leadership.

> "The Maine Educator Effectiveness Council (MEEC) shall …
> > D. Recommend the major components of an evaluation process, including but not limited to:"

D(1) Ongoing training to ensure that evaluators and teachers and principals have a full understanding of the evaluation system and its implementation;

A. School Administrative Unit Steering Committee develops, designs, implements , reviews, and refines the initial and ongoing training for the locally developed Performance Evaluation/Professional Growth (PE/PG) system
    o   The training program should clearly indicate the goal and the purpose of the training
    o   The training program should follow best practice guidelines regarding professional development and adult learning
    o   The training program should also clarify whose responsibility it is to carry out the various components of the training

B. The role of the Maine DOE should be to provide model training programs that are consistent with the overall protocol for training and with the guidelines described within these recommendations. The model training programs should be posted on a website

C. SAUs are strongly urged to develop their local training program in collaboration with other SAUs. This has the benefit of:
    o   Potentially lowering costs of developing training programs
    o   Potentially reducing training cost and time when teachers/principals change employment within the collaborative group
    o   Increasing local and regional capacity to sustain the ongoing training programs
    o   Supporting higher levels of inter-rater and system reliability

D. As part of the ongoing training, each SAU must provide an initial overview of the PE/PG system
    o   This must include a description of the system and the expectations for educators affected
    o   This initial orientation must be held annually, at the beginning of the school year and must be treated as a priority
    o   A suggested amount of time for the orientation – as well as the other components of the training program – should be provided for SAUs
    o   The following elements of the PE/PG system must be addressed during the overview:
        ❖   The Standards of Professional Practice for teachers and principals in use in the SAU
        ❖   The measures of student learning and growth in use in the SAU
        ❖   The method the SAU will use to combine these two elements into an overall rating
        ❖   A description of the four overall levels of performance along with the implications associated with each level
        ❖   The relationship between the PE/PG system and professional development

✦ The role and composition of the SAU Steering Committee as delineated in proposed rule for implementing chapter 508

E. Evaluator Training
- o Evaluators must be trained in, and have a comprehensive understanding of, the Standards of Professional Practice selected by the SAU
- o Evaluators must demonstrate competence in the following activities:
  - ✦ Conducting a pre-observation conference
  - ✦ Observing the professional practices of teachers and/or principals
  - ✦ Conducting a post-observation conference
  - ✦ Developing and guiding professional growth plans
  - ✦ Completing the necessary steps in an evidence-based manner, without bias
- o Evaluators must have adequate time to practice and become familiar with the model during their training
- o Evaluator training must include opportunities to work with peers (e.g., observe other educators)
- o Evaluators must be trained in assessing evidence of performance not directly observed in classroom observations or direct observations of principals and in incorporating that evidence into the summative evaluation
- o Evaluators must meet an identified minimum threshold of inter-rater reliability during their initial training
- o Evaluators must also maintain an identified minimum threshold of inter-rater reliability as part of ongoing training

F. The SAU training program must ensure that evaluators new to the SAU meet the same minimum requirements prior to evaluating educators in their new district

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D (2) Methods of gathering evidence for the evaluation, which may include observation by supervisors and peers, self-reflection, student or parent surveys, analysis of artifacts and evidence portfolios;

According to the statute, methods must be developed in the first two categories listed below (Standards of Professional Practice and Measures of Student Learning and Growth). The third category – other measures – is a local option and not currently required under the statute. What follows is a list of potential sources and methods of gathering evidence for each of these three categories. The list is not intended to be exclusive. Sufficient evidence must be gathered (for example, three years of running data) as determined by the local steering committee.

A. Regarding evaluation of professional practice standards:

- o Observations
  - ✦ multiple observations
  - ✦ multiple observers

- ❖ length of observation cycle may vary

- o Artifacts (for example):
  - ❖ Samples of student work with accompanying criteria
  - ❖ Educator work, accomplishments (e.g., portfolios, digital portfolios, video, lesson plans/units, transcripts, CEUs, awards, etc.)
  - ❖ Log or journal (reflection)
  - ❖ Evidence of communications with parents, students, colleagues, and community (e.g., emails, phone records, letters, website, other electronic media, etc.)

- o Formal self-assessment using the same standards of professional practice in place in the district

- o Pre-/post-conference between observer and the educator observed

- o Peer observation with pre-/post-conference

B. Regarding student learning and growth

The following are acceptable measures of student learning and growth; these measures must meet the criteria for reliability and validity established in recommendations of the initial report (Section IV, Part B, Subsection A):

- o Statewide standardized tests

- o Commercially available tests

- o District or school developed assessments

C. Other evidence-based methods/sources

Other evidence-based methods/sources as identified by the local Steering Committee may be used to gather additional measures of educator effectiveness.

D(3) Methods of providing feedback to teachers and principals for formative evaluation purposes;

The following are methods by which teachers and principals can receive feedback for formative evaluation purposes:

- o Supervisor or Peer Observation report
- o Post-observation conference
- o Sharing of comments/notes following (unscheduled) "walk throughs"
- o Sharing of comments/notes following (unscheduled) "drop-ins" (for principals, when superintendent comes to staff meetings, etc.)

- o Self-reflection and/or feedback from colleagues, following viewing of videotaped classroom instruction
- o Analysis of student and/or parent survey results
- o Analysis of staff survey results (for principals)
- o Feedback from Professional Learning Communities (PLCs) / Critical Friends Groups (CFGs) and other collaborative, collegial, groups
- o Collaborative (educator and evaluator/supervisor) setting and review of professional goals

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D (4) Weighting of measures used in evaluating teachers and principals, which must provide that student learning and growth indicators inform a significant portion of the effectiveness rating;

The council does not deem it appropriate at this time to recommend a single method of combining measures to be used by all SAU's. Our study and discussion of the models referenced in our November report for weighting the factors of a summative rating has revealed complexities, implications, and consequences, which need to be carefully considered by local Steering Committees. In order to ensure that the manner in which each local Steering Committee determines the method of combining measures is thoughtful and informed, the MEEC recommends that the DOE provide comprehensive training and resources concerning the referenced models as well as others that may emerge. The training and resources that will be provided by the coordinator must include, for the various models, full descriptions, benefits and limitations, and comparative illustrations of data configurations.

Work Remaining; Next Steps

The Council began discussion of other significant elements of the PE/PG system, but had not reached consensus on those elements at the time of this report. Those elements include:

- The definition of teacher and principal – these terms, which determine who is covered by the law, are not defined in the law.
  - The Council early in discussions had endorsed a broad definition of each (including, e.g., educational specialists and other non-classroom teachers), but expressed the need to reexamine the decision as their work continued;
- Names and descriptions for the required 4 summative effectiveness rating categories; and
- The meaning and implications of the term "significant factor" as it relates to the use of student learning and growth measures in PE/PG systems.

Among the issues remaining for the Council to address are the following:
- The connection between evaluation system and professional growth opportunities;
- Employment consequences of the ratings; and
- General implementation requirements including peer review components, and steering committees to monitor, review and revise systems during implementation.

Appendix XII

Lewiston Public Schools Teacher Evaluation and Professional Growth Program

Part of the Maine Schools for Excellence Project

Teacher Evaluation and Professional Growth Program

Proposed for School Year 2012-13

"The primary purpose of an effective teacher evaluation system is to foster improvement in teaching practice and student growth. The best system includes rubrics that clearly communicate exemplary teaching practice. Such a system supports and promotes teacher reflection, professional development and collaboration. It is equitable and able to differentiate among various teaching positions."

- Lewiston Steering Committee
February, 2011

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Core Propositions:
1. *Teachers are committed to students and their learning.*
2. *Teachers know the subjects they teach and how to teach those subjects to students.*
3. *Teachers are responsible for managing and monitoring student learning.*
4. *Teachers think systematically about their practice and learn from experience.*
5. *Teachers are members of learning communities.*

Components:
1. *Orientation*
2. *Teacher Self-Assessment and Goal Setting*
3. *Fall Conference*
4. *Administrator Observations and Post Observation Conference(s)*
5. *Peer Review*
6. *Teacher Self-Assessment*
7. *Summary Evaluation Conference*

Introduction
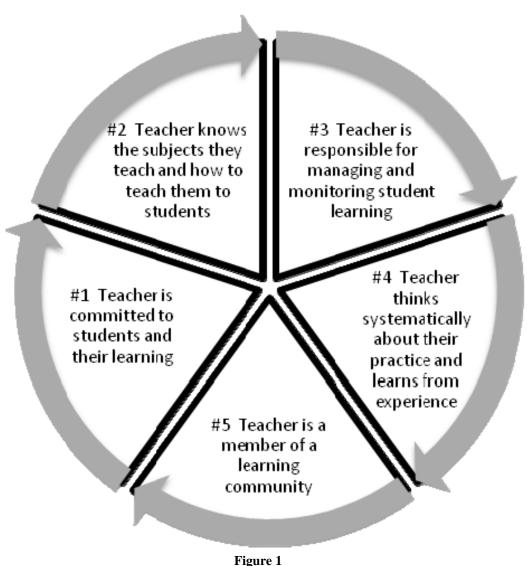
In February 2011, the Lewiston School Committee accepted a Teacher Incentive Fund (TIF) Grant centered on improving educator effectiveness and student learning. The grant is overseen by our 25-member District Steering Committee (DSC) made up of teachers, administrators and a community member. The DSC has worked on improvements in many areas including the development of a new teacher evaluation system.

The present teacher evaluation tool used in Lewiston Public Schools was developed prior to 1995. The current model was not meeting the needs for desired professional development on instructional practice and student outcomes. In addition, our present system falls far short of meeting either Federal and State mandates or public expectations that teacher evaluation include consideration of student achievement data.

The Steering Committee has developed a new model, the Teacher Evaluation and Professional Growth (TEPG) program that address the shortfalls above. Specifically, the evaluation tool will consider student growth and teacher performance related to the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS). The National Board was founded by teachers in 1985 in response to the educational shortcomings identified in the now well-known report, A Nation at Risk, published by the U.S. Department of Education in 1984. The Board wrote the Core Propositions and 17 related standards and developed a national teacher certification process commonly referred to as National Board teacher certification.

Lewiston teachers are learning about the Core Propositions (see Figure 1, next page) and related standards through our 2011-2012 professional development focus called the Take One! process. This professional development will continue in 2012-13 through the introduction and training in the new TEPG program. The program development and refinement will take time, and will continue throughout the 5-year grant period. Teacher input and feedback will be crucial – and asked for – in order to fine-tune the tool and the overall system and assure that it is meeting its intended purposes.

The goals of the TEPG program and the process used in its design align directly with the recommendations of national education groups such as the National Comprehensive Center for Teacher Quality. The Center recommends that "To further the development of direct links between teacher evaluation and instructional improvement, states and districts need to nurture an educational climate in which evaluation is not seen as punitive and teachers are highly invested in the process. The core of evaluation reform efforts should be human capacity building at all levels so that states, districts, and schools can identify and learn from top-performing teachers, support discouraged and less successful teachers, and continue to develop all teachers toward their full potential."

Figure 1

NBPTS Core Propositions

Program Purpose

The overarching purpose of the TEPG program is to **improve instruction and student learning growth** by:

- Serving as a measurement of performance of individual teachers;

- Clarifying expectations and serving as a guide for teachers as they reflect upon and improve their effectiveness;

- Facilitating collaboration by providing a common language to discuss performance;

- Serving as a basis for identifying areas where professional development can improve instructional effectiveness;

- Focusing the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers; and

- Serving as a tool in developing coaching and mentoring programs for teachers.

The program includes the following key features:

- Allows administrators to provide on-going, concrete feedback to teachers about their performance against a clear, detailed NBPTS-anchored performance rubric through classroom observations and review of student data and teacher performance;

- Utilizes a performance rubric that includes multiple rating options and level-cutting language that enables administrators to clearly identify and describe differences in instructional performance;

- Incorporates student growth as measured by objective assessments as a significant factor in evaluations, with a plan to be able to collect such data for the vast majority of classroom teachers within the next 3 years;

- Provides support for teachers who fall below performance standards;

- Includes a pilot peer review process that will be continually refined over the course of the grant to ensure optimal benefit to teachers as a formative assessment tool;

- Incorporates a process of on-going self-reflection, goal setting and evaluation to drive continuous performance improvement and professional growth; and

- Provides regular training to teachers and administrators in the TEPG process, opportunities and proper use of the observation tool.

National Board for Professional Teaching Standards

The foundation for the TEPG program are the following National Board's Five Core Propositions and 17 standards that specify the knowledge, skills, abilities, and commitments required for accomplished teaching. (Our TEPG program also includes performance on two goals, one for student growth and one for professional growth, both discussed in the next section.)

➢ **Core Proposition #1: Teachers are committed to students and their learning.**

> **1.1** Teacher recognizes individual differences in their students and adjusts their practice accordingly.
>
> **1.2** Teacher has an understanding of how students develop and learn and know the backgrounds, abilities, and interests of students.
>
> **1.3** Teacher treats students equitably and fosters a stimulating and collaborative environment where all students are encouraged to participate.
>
> **1.4** Teacher's mission extends beyond the cognitive capacity of their students.

➢ **Core Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.**

> **2.1** Teacher appreciates how knowledge in their subject is created, organized, and linked to other disciplines.
>
> **2.2** Teacher commands specialized knowledge of how to convey a subject to students.
>
> **2.3** Teacher generates multiple paths to knowledge.

➢ **Core Proposition #3: Teachers are responsible for managing and monitoring student learning.**

> **3.1** Teacher calls on multiple methods to meet their goals.
>
> **3.2** Teacher orchestrates learning in group settings.
>
> **3.3** Teacher places a premium on student engagement.
>
> **3.4** Teacher regularly assesses student progress.

> **Core Proposition #4: Teachers think systematically about their practice and learn from experience.**

> **4.1** Teacher is continually making difficult choices that test their judgment.

> **4.2** Teacher seeks the advice of others and draws upon education research and scholarship to improve their practice.
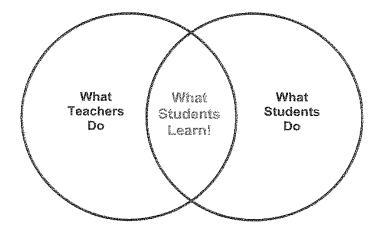
> **Core Proposition #5: Teachers are members of learning communities.**

> **5.1** Teacher contributes to school effectiveness by collaborating with other professionals.

> **5.2** Teacher works collaboratively with parents.

> **5.3** Teacher takes advantage of community resources.

> **5.4** Teacher considers their professional ethics in all interactions.

The 2011-2012 professional development focus on the National Board's Take One! is at the heart of accomplished teaching, e.g., evidence-based teaching. Quoting the National Board, evidence-based teaching is "a way of structuring classroom planning and instruction that allows teachers to continuously collect, interpret and use evidence of student learning to make appropriate decisions that guide future instruction. Evidence-based teaching is the process of continually using data (e.g., observations, student work, assessments, responses to questions) to ensure teaching is tightly aligned to individual student needs and to ensure high levels of learning…" As illustrated in Figure 2 below, for student learning to occur, there must be a strong connection between what teachers know and are able to do to facilitate student learning, and what students do that optimize their learning.

Venn Diagram: Evidence-based Teaching

What Teachers Do — What Students Learn! — What Students Do

Teacher Evaluation and Professional Growth

Key Components

Before participating in the evaluation process, all teachers and administrators will be trained on the TEPG program. TEPG training for teachers will include work on the National Board's Core Propositions and standards, the evaluation process, support for teachers on growth plans, student growth measures to be used, goal setting, deadlines and accountabilities. Administrators will be trained on skill development in the effective use of the evaluation instrument to ensure inter-rater reliability. Our goal is to involve all teachers in all components during the 2012-13 school year while realizing that additional administrator support may be necessary for this to be accomplished.

The seven key components and annual timeline of the TEPG program are illustrated in Figure 3 and described beginning on the next page:

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

1 Orientation

2 Self-assessment and goal-setting

3 Fall Conference

4 Observations and Post-Observation Conference(s)

5 Peer Review(s)

6 Self-assessment

7 Summary Evaluation Conference

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
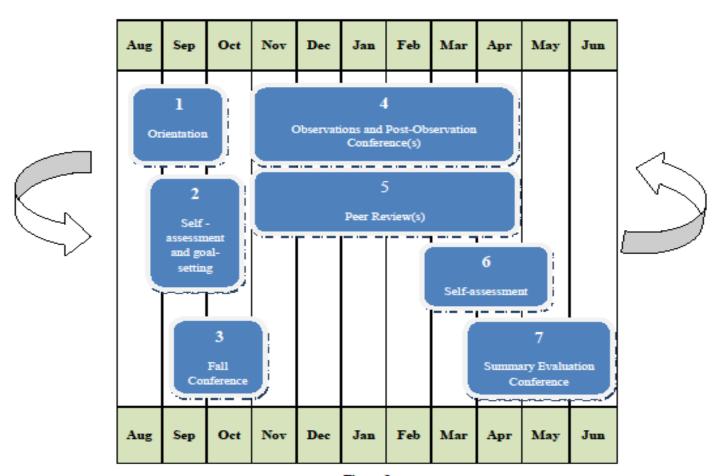
Figure 2
Teacher Evaluation and Professional Growth Program
Components and Timeline

Component 1: Orientation

At the beginning of each school year, the administrator will provide the teacher with this TEPG handbook, which will include the:

- TEPG Rubric including student growth measures to be used, if applicable;
- TEPG goal setting form and completed example;
- Lesson Description template for use with planned observation;
- Evidence Portfolio template; and
- A schedule for completing all components of the performance evaluation process.

   Copies may be provided by electronic means.

The administrator will briefly review the overall intent of the TEPG program as well as the National Board Standards. For new teachers, a more in-depth presentation of the TEPG program will be part of the induction and mentoring program.

Component 2: Teacher Self-Assessment and Goal Setting

Using the TEPG rubric the teacher shall review each of the 17 performance standards, student growth measurements, if applicable, and reflect on prior year strengths and improvement opportunity.   Using the TEPG goal setting form, the teacher shall identify at least one (1) student learning goal *and* one (1) professional growth goal, both of which should align with school priorities. Each section of the goal setting form must be completed.

Component 3: Fall Conference

The teacher meets with the administrator to review and confirm student learning and professional growth goals established in Component 2. This meeting will include discussion of the self-assessment and schedule for planned and unplanned observations during the school year. Once goals have been finalized, teachers shall begin gathering evidence of effective instructional practice and goal achievement to be included in an evidence portfolio to be presented to the administrator at the Summary Evaluation Conference (Component 7).

Prior to planned observations, the teacher shall provide the administrator with a written description of the lesson(s) that includes the student learning goals, activities and any assessment process or product that will be used to indicate if students are moving toward the goals.

Component 4: Administrator Observations and Post Observation Conference(s)

A *planned* observation shall last at least 30 minutes. The administrator shall conduct at least 3 formal observations of all probationary teachers each year. Continuing Contract Teachers (CCT) will receive at least one planned observation during their scheduled evaluation year (see p. x). During all planned observations, the administrator shall note the teacher's performance in relationship to the applicable National Board Standards on the TEPG.

The administrator shall conduct a post-observation conference no later than 10 school days after each formal planned observation. During the post-observation conference, the administrator and teacher shall discuss and document on the TEPG evaluation form, goal status, performance strengths, and improvement opportunities observed during the lesson.

An *unplanned* observation can be a 5-10 minute short visit or walkthrough, or last up to an entire class period. Multiple unplanned observations will be conducted on ALL teachers. An administrator may use information gathered from unplanned observations in completing the TEPG evaluation form and is also expected to follow-up with the teacher on any significant issue identified or appropriate constructive feedback.

Component 5: Peer Review

Each teacher will receive a peer review annually and will be provided the opportunity to suggest three other teachers to complete the observation. The observation and pre and post conferences are expected to focus on a minimum of three standards selected by the administrator and three standards selected by the teacher being observed. Each standard should be taken from Core Propositions #1, #2 or #3 as they are directly observable. The form included on page 27 of this handbook is to be used for this process and is to be the only document to be included in a teacher's personnel file. All discussion between the teacher being observed and the observer are to be considered confidential and for use by the teacher to enhance teaching practices.

Component 6: Teacher Self-Assessment

At least two weeks prior to the scheduled Summary Evaluation Conference (Component 7) the teacher shall present a completed self-assessment (using the TEPG Rubric) and evidence portfolio to the administrator.

Component 7: Summary Evaluation Conference

Prior to the scheduled conference, the administrator shall complete a *draft* TEPG Summary Rating Form based on evidence gathered from multiple sources, including e.g., the teacher's self-assessment and evidence

portfolio. The administrator will also develop draft recommendations for professional development. This draft Summary Evaluation Form will be provided to the teacher in advance of the scheduled conference.

During the Summary Evaluation Conference the administrator and teacher shall discuss the teacher's self-assessment, the teacher's current year student learning and professional growth goals, classroom observations, artifacts and other items included in the teacher's evidence portfolio. At the conclusion of the Summary Evaluation Conference, the administrator shall: give a rating for each Standard and goal* in the TEPG Rubric; provide the teacher with the opportunity to add comments to the Summary Evaluation Form, and review the completed form with the teacher.   The administrator and teacher will sign the final Summary Evaluation Form before it is placed in the teacher's personnel file.

*In some cases, the Summary Evaluation Conference will occur before the student assessment results and applicable goal rating are available. Final results will be added summary rating form and shared with the teacher before the end of the school year.

Use of TEPG Summary Rating

The summary rating for each teacher will be based on a maximum of 100 points broken down as follows:

Maximum Points	Area		
68	17 National Board Standards valued up to 4 points each as detailed below		
	Level	Rating	Description
	4	Distinguished	Clear, consistent, and convincing evidence of accomplished instructional practice
	3	Effective	Clear evidence of accomplished instructional practice
	2	Developing	Limited evidence of accomplished instructional practice
	1	Ineffective	Limited or no evidence of accomplished instructional practice
10	Student Growth Measurements Identified in Teacher Scorecard		
14	Student Growth Goal		
8	Professional Growth Goal		
0	7C Student Survey (The 7C Survey will not receive any weight in a teacher's TEPG summary rating during the 2012-2013 school year. The Survey is expected to be given some weight in future years.)		

Note: The measurements used in the teacher scorecard will be identified by the District Steering Committee prior to the beginning of the applicable school year and will likely reflect differences among teachers who directly impact, partially impact or do not impact the growth of individual students in measurable areas. The Committee may also determine that a particular standard or goal is not applicable to a certain position. In such case, the points shall be scaled upward so that the relative relationship among the remaining elements is unchanged.

Each teacher will be classified as Distinguished, Effective, Developing or Ineffective based on their summary performance rating (i.e., number of points received) as shown below.

Summary Performance Rating	Classification
80+	Distinguished
70-79	Effective
60-69	Developing
Below 60	Ineffective

Professional growth plans will be tailored to teachers based on their overall summary performance rating. Teacher performance may be a consideration in providing additional leadership roles. Teachers performing at a Distinguished or Effective level of performance will be placed in a 3-year Individualized Growth Plan. Teachers performing at a Developing level will be placed in a 1-year Monitored Growth Plan, while teachers rated as Ineffective will be placed in a 1-year Improvement Plan. Descriptions of each of these professional growth plan follow.
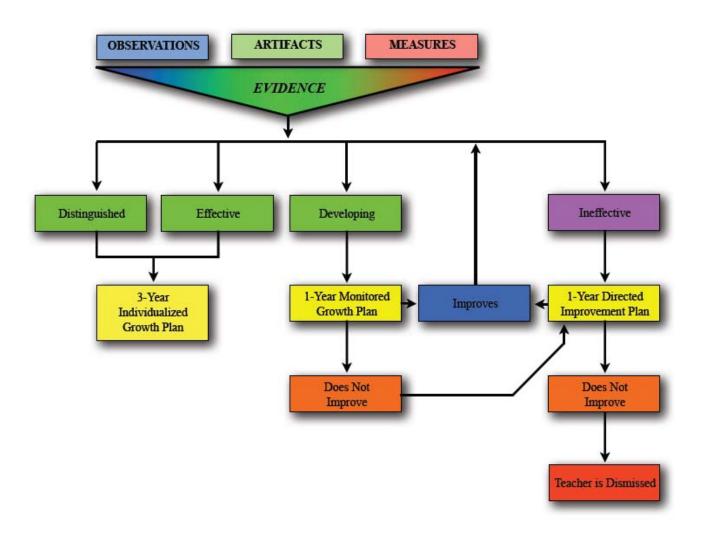
Figure 3
Tailored Professional Growth Plan

Individualized Growth Plan

Continuing contract teachers with a summary performance classification of "Effective" or "Distinguished" shall be exempt from Components #4 and #7 and, will develop a 3-year growth plan that includes all items in Component #2, plus a longer term individual professional development goal. They will be placed on a three year cycle for summary review. [Note: The review of goals shall be based upon the average over the 3-year cycle.] Teachers in this category will continue to participate in the other components. If an administrator has evidence that a teacher is no longer performing at this level, they may be placed into an annual evaluation cycle.

Monitored Growth Plan

A continuing contract teacher with a summary performance classification of "Developing" shall be placed on a Monitored Growth Plan.

A Monitored Growth Plan shall, at a minimum, identify the Standards to be improved, the goals to be accomplished, the activities the teacher should undertake, timeline to achieve a performance classification of "Effective" and another teacher assigned to assist the teacher.

A teacher on a Monitored Growth Plan who subsequently receives a summary performance classification of "Effective" or "Distinguished" shall have successfully completed the Plan. A teacher who subsequently receives a summary performance classification of "Developing" or "Ineffective" shall be placed on a Directed Improvement Plan.

Directed Improvement Plan

A continuing contract teacher with a summary performance classification of "Ineffective" or "Developing" for 2 sequential years shall be placed on a Directed Growth Plan.

The Directed Improvement Plan shall, at a minimum, identify the Standards to be improved, the goals to be accomplished, the activities the teacher shall undertake, timeline to achieve a performance classification of "Effective" and another teacher assigned to assist the teacher.

Any teacher on a Directed Improvement Plan will be observed by a second administrator, who will participate in the determination of the summary performance classification. A teacher who subsequently receives a summary performance classification of "Effective" or "Distinguished" shall have successfully completed the Plan. A teacher who subsequently receives a summary performance classification of "Developing" or "Ineffective" will, with the approval of the superintendent, be presented to the School Committee for a dismissal hearing.

Probationary Teachers

All probationary teachers shall be placed on a monitored growth for each year of the probationary period. An administrator must generally rate a final year probationary teacher with a summary performance classification of "Effective" or "Distinguished" on the most recent Teacher Summary Rating Form before recommending that teacher for continuing contract status.

Teacher Evaluation and Professional Growth Rubric

> **NBPTS Core Proposition #1 - Teachers are committed to students and their learning.**

Standard 1.1 - Teacher recognizes individual differences in their students and adjusts practice accordingly.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Unaware or unable to identify individual student learning needs within his/her classroom. Instructional practice is uniform without adaptation for individual student needs or learning styles.	Limited level of awareness of individual student needs and learning styles. Occasionally adapts instructional practice to meet these individual student needs and learning styles.	Moderate level of awareness of individual student needs and learning styles. Frequently adapts instructional practice to meet these individual student needs and learning styles.	High level of awareness of individual student needs and learning styles. Consistently adapts Instructional practice to meet these individual student needs and learning styles.

Possible evidence
- Uses information on students to inform lesson objectives, plans and instructional strategies
- Includes differentiated goals/activities to address lesson plans and provide for student success
- Uses multiple modes of teaching toward mastery
- Other

Standard 1.2 - Teacher has an understanding of how students develop and learn and know the backgrounds, abilities, and interests of students.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Makes connections that may be very weak or absent with the students and caregivers.	Makes occasional connections that are general and/or sporadic with the students and caregivers which increase teacher knowledge of the student.	Makes regular connections that are clear and ongoing with the students and caregivers which increase teacher knowledge of the student.	Makes frequent connections that are strong and ongoing with the students and caregivers which increase teacher knowledge of the student.

Possible evidence
- Engages other adults to learn about students
- Engages in conversations with students about high interest topics
- Communicates in multiple ways (with caregivers
- Acknowledges differences in student backgrounds
- Meets the needs of parents whose first language is not English
- Other

Standard 1.3 - Teacher treats students equitably and fosters a stimulating and collaborative environment where all students are encouraged to participate.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Establishes an inconsistent classroom environment where few students participate and work, collaboratively, toward a safe and effective learning environment.	Establishes an inconsistent classroom environment where some students participate and work, collaboratively, toward a safe and effective learning environment.	Establishes a classroom community that is supportive. Most students take intellectual risks, participate and work collaboratively toward a safe and effective learning environment.	Establishes a classroom community that is equitable, accessible, and fair. Virtually all students take intellectual risks, participate and work, collaboratively, toward a safe and effective learning environment.

Possible evidence
- Environment encourages students to express their answers and ideas
- Models strategies to diffuse stress and build rapport with students
- Feedback is timely, specific and provided in various ways, such as written comments, conferences, non-verbal gestures
- Makes use of peer mentoring/evaluation techniques as a means of providing feedback to students learning
- Groups students in a variety of ways to promote collaboration and effective learning
- Other

Standard 1.4 - Teacher's mission extends beyond the cognitive capacity of students.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Develops classroom expectations that are inappropriate or absent, rarely addressing students' self-concept and motivation.	Develops classroom expectations that are inconsistent, sometimes addressing students' self-concept and motivation.	Develops classroom expectations that encourage character, aspirations, and civic virtues and address students' self-concept, motivation and an emerging sense of personal responsibility.	Develops classroom expectations that demand strong character, aspirations, and civic virtues and nurture students' self-concept, motivation and sense of personal responsibility.

Possible evidence

- Communicates belief in students' abilities to accomplish challenging learning goals
- Encourages students to persevere in challenging situations
- Uses positive tone used when speaking with students
- Connects learning to needs and events present in the school, local community and the world
- Models behaviors that encourage students to treat others with respect
- Employs positive behavioral interventions and supports to encourage personal responsibility
- Other

> ## NBPTS Core Proposition #2 - Teachers know the subjects they teach and how to teach those subjects to students.

Standard 2.1 - Teacher appreciates how knowledge in the subject is created, organized, and linked to other disciplines.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Presents factual information only. Rarely or never exposes students to critical thinking and higher order thinking skills.	Hints at, but does not explore organizing concepts and factual information. Provides limited exposure to critical thinking and higher order thinking skills. Presents some perspectives.	Addresses some, but not all organizing concepts as well as factual information. Frequently develops critical thinking and higher order thinking skills. Presents and critiques multiple perspectives.	Consistently addresses central organizing concepts as well as factual information, developing critical thinking and higher order thinking skills. Critiques and fosters multiple perspectives, questioning prevailing beliefs and assumptions to help themselves. Makes connections to other disciplines.

Possible evidence

- Structures content around essential questions
- Employs higher order questioning strategies (Bloom's Taxonomy)
- Plans and integrates instruction and activities to highlight cross curricular connections
- Stays current in their content specialty (ies)
- Integrates literacy and language strategies in all content areas
- Other

Standard 2.2 - Teacher commands specialized knowledge of how to convey a subject to students.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Chooses instructional techniques based solely on ease and availability.	Generally teaches compatible with approved curriculum, chooses appropriate instructional techniques for most students. Has some knowledge of curricular resources, new materials, methods, technological developments.	Teaches consistent with approved curriculum, displays adequate pedagogical content knowledge by using information about students to choose appropriate instructional techniques. Frequently anticipates common misconceptions. Has knowledge of curricular resources, new materials, methods, technological developments and incorporates these into daily practice.	Teaches faithful with approved curriculum, displays strong pedagogical content knowledge by using information about students to choose the most appropriate instructional techniques. Consistently anticipates and addresses common misconceptions. Regularly expands knowledge of curricular resources, new materials, methods, technological developments and incorporates these into daily practice.

Sample evidence

- Demonstrates short and long-term planning aligned with approved curriculum and/or standards
- Identifies appropriate learning goals and clearly communicates goals to students
- Uses strategies to check for understandings and address misconceptions
- Uses instructional strategies such as probing, redirection, and reinforcement to improve the quality of student responses
- Using a broad range of current tools and resources to support the learning goals
- Creates authentic tasks, problems and/or simulations
- Other

Standard 2.3 - Teacher generates multiple paths to knowledge.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Teacher demonstrates a particular method or strategy to be used by students to approach a set of problems or body of work.	Teacher provides more than one method or strategy to be used by students to approach a set of problems or body of work.	Teacher frequently provides multiple methods or strategies for students to approach issues from different angles, considering multiple criteria and multiple solutions.	Teacher consistently provides multiple methods or strategies for students to approach issues from different angles, considering multiple criteria and multiple solutions. Teacher challenges students to apply knowledge and pose new problems and solutions.

Possible evidence
- Provides different options for student activities to address multiple intelligences
- Multiple solutions/strategies offered to, and accepted from students
- Offers options within curriculum for student choice
- Plans learning activities that build on student strengths, talents and learning preferences (i.e., music, art, movement, etc.)
- Integrates relevant modern technology to engage students and enhance learning
- Other

> **NBPTS Core Proposition #3 - Teachers are responsible for managing and monitoring student learning.**

Standard 3.1 - Teacher calls on multiple methods to meet goals.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Uses limited instructional skills, learning environment remains the same regardless of the learning objectives.	Uses limited instructional skills, implementing them appropriately. Learning environment supports the learning objectives.	Uses a range of instructional skills knowing when to implement, structuring the learning environment to meet the learning objectives.	Uses a wide range of clear, consistent, and compelling instructional skills which successfully engage students in active learning. Knowing when to implement, structuring the learning environment to maximize the learning objectives.

Possible evidence
- Goals are posted and drive instruction
- Students demonstrate that they understand the goals.
- Uses efficient methods for transitions and materials distribution.
- Physical arrangement fosters student learning and allows the teacher to monitor students
- Effectively engages and mobilizes other appropriate adults as teaching assistants.
- Maximizes instructional time
- Provides the time and process for students to reflect on the learning that has occurred
- Other

Standard 3.2 - Teacher orchestrates learning in group settings.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Sets low or inappropriate expectations for interactions with peers and teacher. Has not developed classroom management systems.	Sets appropriate basic expectations for interactions with peers and teacher. Helps students take responsibility for their own learning. Has developed limited classroom management systems that minimize disruption.	Sets social norms and higher expectations for interactions with peers and teacher. Helps students take responsibility for their own learning and that of their peers. Has well developed classroom management systems that minimize disruptions and facilitate learning.	Sets social norms and highest expectations for interactions with peers and teacher to focus on and enhance learning. Helps students adopt roles and responsibilities for their own learning and that of their peers. Has developed sophisticated classroom management systems that minimize disruptions and facilitate learning.

Possible evidence
- Encourages students to build upon one another's answers and to stimulate dialogue among learners
- Teaches and models strategies to work effectively with others
- Deliberate decisions are made re student seating/grouping
- Teacher has clear purpose and plan for group work
- Employs effective and efficient routines and procedures that promote student interaction within groups
- Solicits connections from students and models how to listen and respond to other perspectives
- Encourages student independence combined with a sense of personal accountability to classmates
- Other

Standard 3.3 - Teacher places a premium on student engagement.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Uses limited strategies and engages few students. Does not build upon student interests. Limited encouragement of students to overcome reluctance.	Uses some strategies to engage students and monitors that engagement. Builds upon student interests. Encourages students to overcome personal setbacks, doubts or reluctance.	Uses a variety of strategies to motivate. Engages most students and monitors that engagement. Bridges between current student knowledge and ability and their potential by building upon student interests. Encourages students to overcome personal setbacks, doubts or reluctance.	Uses a wide variety of strategies to motivate and engage virtually all students and monitors that engagement. Bridges between current student knowledge and ability and their potential by building and expanding upon student interests. Encourages students to overcome personal setbacks, doubts or reluctance to push them to a higher level of learning.

Possible evidence
- Communicates high expectations to all students
- Stimulates student interest and engagement
- Makes clear to students what they are expected to learn in a way that generates interest and engagement
- Makes connections to real life situations (e.g., extends knowledge that sparks student curiosity for learning beyond required coursework)
- Learning is active and requires participation of all students
- Other

Standard 3.4 - Teacher regularly assesses student progress.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Little to no monitoring of individual or class learning. Uses limited evaluation methods. Provides limited feedback to students.	Seldom monitors individual or class learning and makes instructional, data-driven decisions. Uses some evaluation methods. Provides feedback to students.	Frequently monitors individual and class learning and makes instructional, data-driven decisions. Uses multiple evaluation methods. Provides constructive feedback to students, parents and self. Periodically engages students in self-assessment.	Consistently monitors individual and class learning and makes instructional, data-driven decisions. Understands the purposes, timing and focus of multiple evaluation methods and adjusts instruction accordingly. Provides constructive feedback in varied forms to students, parents and self. Regularly engages students in self-assessment.

Possible evidence
- Interprets students' facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed.
- Moves among students to check progress and understanding and provides constructive feedback
- Uses multiple formative assessment techniques (such as observations, conversations, running records, summarizing, self and /or peer assessment, exit slips, and authentic tasks with rubrics) aligned to goals
- Uses assessment results in planning for individuals and groups and adjusts/differentiates instruction based on progress
- Other

> **NBPTS Core Proposition #4 - Teachers think systematically about their practice and learn from experience.**

Standard 4.1 - Teacher is continually making difficult choices that test his/her judgment.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Inconsistently follows provided content scope and sequence using a limited variation of instructional strategies without regard to individual student needs or competencies	Follows provided content scope and sequence. Makes limited judgments about curricular objectives and instructional strategies based on individual student needs and assessed competencies	Demonstrates thorough knowledge of content scope and sequence. Makes informed judgments about curricular objectives and materials and instructional strategies based on clear understanding of individual student needs and assessed prior competencies	Demonstrates exemplary knowledge of content scope and sequence. Makes insightful judgments grounded in established theory about curricular objectives and materials and instructional strategies based on clear and consistent understanding of individual student needs and assessed prior competencies

Possible evidence
- Models and facilitates student use of higher-level thinking.
- Facilitates and productively guides student discussion
- Pursues divergent patterns and novel approaches to curricular objectives
- Demonstrates informed risk taking
- Other

Standard 4.2 - Teacher seeks the advice of others and draws upon education research and scholarship to improve practice.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Does not reflect on their teaching in order to improve, nor solicit feedback from peers, and administrators.	Sometimes reflects on their teaching in order to improve, drawing upon best practices. Occasionally solicits feedback from peers and administrators.	Frequently reflects on their teaching in order to improve, drawing upon best practices. Often solicits feedback, including observations and critiques, from peers, students, parents, and administrators.	Continually reflects on their teaching in order to improve, drawing upon current research and best practices. Consistently solicits and incorporates feedback, including observations and critiques, from peers, students, parents, and administrators.

Possible evidence

- Shares ideas with and soliciting ideas from peers
- Initiates participation in PD workshops and coursework
- Creative/critical thinking strategies and activities utilized
- Reviews student feedback surveys incorporating results in professional development
- Invites peer observation and critique
- Other

➢ **NBPTS Core Proposition #5 - Teachers are members of learning communities.**

Std 5.1 - Teacher contributes to school effectiveness by collaborating with other professionals.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Contributions to professional development and school-wide improvements are limited to those mandated by district policies regarding professional development and attendance.	Works on professional development and school-wide improvements in pursuit of excellence in teaching and learning experiences for students.	Works and collaborates on professional development and school-wide improvements in a continuous pursuit of excellence in teaching and learning experiences for students. May offer to take on leadership roles within their learning communities.	Initiates, works and collaborates on professional development and school-wide improvements in a continuous pursuit of excellence in teaching and learning experiences for students. Assumes proactive and creative leadership roles within and outside of their learning communities. Challenges negative attitudes and models a solution-oriented disposition.

Possible evidence

- Appropriately applies strategies for conflict resolution
- Participates in curriculum work and discussions (common core, etc..) at school and district level
- Initiate conversations with guidance, social work, other resources to support students
- Utilize RTI process for academic and non-academic concerns to get support for students (literacy, math, guidance, behavior)
- Works with unified arts teachers to integrate content and learning experiences
- Keeps apprised of 504 and IEP accommodations
- Works with colleagues across disciplines to find alternative/creative solutions for at-risk students
- Other

Standard 5.2 - Teacher works collaboratively with parents.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Communicates in a limited fashion with guardians to inform them of their child's progress. Makes little or no attempt to address the physical, academic and social/emotional needs of each student.	Communicates with guardians inconsistently to inform them of their child's progress. Aware of the physical, academic, social/emotional needs of each student and attempts to address them.	Communicates with guardians by enlisting their support in fostering learning and good habits, informing them of their child's progress. Understands the familial barriers and the physical, academic, social/emotional needs of each student and employs skills and strategies to address them.	Communicates consistently with guardians, enlisting their support in fostering learning and good habits, informing them of school programs and their child's progress. Understands traditional cultural and familial barriers and the physical, academic, social/emotional needs of each student and employs skills and strategies to address them.

Possible evidence

- are partners with parents in the education of their children
- Provides constructive feedback to parents using rubrics, progress reports, conferences, communication logs.
- Considers the needs and schedules of families when planning classroom events
- Solicits parent feedback through surveys, meetings and/or technology
- Collaborates with parents to offer support for students outside of direct instruciton
- Supports students before/after school

- Other

Standard 5.3 - Teacher takes advantage of community resources.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Unaware of community's character. Unfamiliar with the community, its diversity and students' backgrounds.	Somewhat aware of community's character and its effects on students. Somewhat understands the community, its diversity and students' backgrounds as resources for learning.	Cultivates expanded knowledge about the community's character and its effects on students. Capitalizes on the community, its diversity and students' backgrounds as resources for learning.	Cultivates comprehensive knowledge about the community's character and its effects on school and students. Capitalizes on and engages the community, its diversity and students' backgrounds and employs them as powerful resources for learning.

Possible evidence
- Utilizes older students to engage/mentor younger students
- Directs students toward needed community resources as appropriate
- Actively encourages and uses parent and community volunteers
- Promotes field trips that connect history and culture to the students' community
- Uses community based learning projects (e.g. oral history, cultural journalism, etc.)
- Other

Standard 5.4 - Teacher considers his/her professional ethics in interactions with students, colleagues, primary caregivers, and the public.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Limited understanding of basic standards of honesty, integrity, confidentiality and discretion in their words and actions; neglects to consider the needs of students when interacting with colleagues, students, and the public; bases judgment on hearsay rather than hard information; Demonstrates limited awareness and compliance with school and district policies regarding professional behavior and confidentiality.	Displays basic standards of honesty, integrity, confidentiality and discretion in their words and actions; sometimes considers the needs of students when interacting with colleagues, students, and the public; may base judgment on hearsay rather than hard information; attempts to demonstrate awareness and compliance with school and district policies regarding professional behavior and confidentiality.	Displays high standards of honesty, integrity, confidentiality and discretion in their words and actions; routinely considers the needs of students when interacting with colleagues, students, and the public; bases judgments and decisions on hard information rather than on hearsay and tradition; Consistently complies with school and district policies regarding professional behavior and confidentiality.	Facilitates a professional vision by displaying the highest standards of honesty, integrity, confidentiality and discretion in their words and actions; consistently considers the needs of students when interacting with colleagues, students, and the public; uses influence to convince others of the importance of maintaining this vision when interacting with colleagues, students and the public; consistently adheres to and upholds school and district policies regarding professional behavior and confidentiality.

Possible evidence
- Bases judgment and recommendations on hard information rather than on hearsay and tradition
- Operates with best interest of students in mind
- Models and creates conditions in which students and adults act altruistically
- Influences other members of the learning community to be good citizens and contribute in a positive manner to the broader community.
- Recognizes potential bias in the learning community and intervenes when practices may marginalize students
- Is a positive role model for the learning community
- Other

Student Growth Measurement (based upon present measurements)
Goal Achievement (1-10 points)

Ineffective Little or no evidence (1 Point)	**Developing** Limited evidence (3 Points)	**Effective** Clear evidence (8 Points)	**Distinguished** Clear, consistent and convincing evidence (10 Points)
No improvement over base and less than 50% of students are meeting growth target(s).	Improvement over base but less than 55% of students are meeting growth target(s).	55% or more of students are meeting growth target(s)	Maximum stated goal of 65% reached or surpassed on all student growth measurements.

Student Learning Goal
Goal Development (1-4 points)

Ineffective Little or no evidence (1 Point)	**Developing** Limited evidence (2 Points)	**Effective** Clear evidence (3 Points)	**Distinguished** Clear, consistent and convincing evidence (4 Points)
. Teacher did not bring a student learning goal to the Fall Conference.. A goal was developed with the Administrator.	Teacher did bring a student learning goal to the Fall Conference, but the goal was not clearly defined and measurable. A goal was developed with the Administrator.	Teacher did bring a clearly defined and measurable student learning goal to the Fall Conference. The goal was edited in the Fall Conference with Administrator.	Clearly defined and measurable student learning goal and directly tied to school and district objectives.

Goal Achievement (1-10 points)

Ineffective Little or no evidence (1 Point)	**Developing** Limited evidence (3 Points)	**Effective** Clear evidence (8 Points)	**Distinguished** Clear, consistent and convincing evidence (10 Points)
No measurable progress toward achieving goal.	Some measurable progress toward achieving goal.	Goal achieved.	Goal surpassed.

Professional Growth Goal
Goal Development (1-4 points)

Ineffective Little or no evidence (1 Point)	**Developing** Limited evidence (2 Points)	**Effective** Clear evidence (3 Points)	**Distinguished** Clear, consistent and convincing evidence (4 Points)
No defined professional growth goal.	Somewhat defined professional growth goal.	Clearly defined and measurable professional growth goal.	Clearly defined and measurable professional growth goal with application to school and district objectives.

Goal Achievement (1-4 points)

Ineffective Little or no evidence (1 Point)	**Developing** Limited evidence (2 Points)	**Effective** Clear evidence (3 Points)	**Distinguished** Clear, consistent and convincing evidence (4 Points)
No measurable progress toward achieving goal.	Some measurable progress toward achieving goal.	Goal achieved.	Goal surpassed.

TEPG Summary Rating Form

For use in the teacher self-assessment, classroom observations, and the summary review.

Name: _____   Date completed: _____

School: _____   School year: _____

Evaluator: _____

Evaluator title: _____

Status (check one)
- ☐ Probationary Teacher
- ☐ Continuing Contract Teacher

Part I: Instructional Practice Performance Ratings

Core Proposition 1: ***Teachers are committed to students and their learning***

		Ineffective-1	Developing -2	Effective-3	Distinguished-4
1.1	Teacher recognizes individual differences in students and adjusts their practice accordingly.				
1.2	Teacher has an understanding of how students develop and learn and know the backgrounds, abilities, and interests of students.				
1.3	Teacher treats students equitably and fosters a stimulating and collaborative environment where all students are encouraged to participate.				
1.4	Teacher's' mission extends beyond the cognitive capacity of their students.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 2: *Teachers know the subjects they teach and how to teach those subjects to student*	1	2	3	4
2.1 Teacher appreciates how knowledge in their subject is created, organized, and linked to other disciplines.				
2.2 Teacher commands specialized knowledge of how to convey a subject to students.				
2.3 Teacher generates multiple paths to knowledge.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 3: *Teachers are responsible for managing and monitoring student learning*	1	2	3	4
3.1 Teacher calls on multiple methods to meet their goals.				
3.2 Teacher orchestrates learning in group settings.				
3.3 Teacher places a premium on student engagement.				
3.4 Teacher regularly assesses student progress.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 4: *Teachers think systematically about their practice and learn from experience*	1	2	3	4
4.1 Teacher is continually making difficult choices that test their judgment.				
4.2 Teacher seeks the advice of others and draws upon education research and scholarship to improve their practice.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 5: *Teachers are members of learning communities*	1	2	3	4
5.1 Teacher contributes to school effectiveness by collaborating with other professionals.				
5.2 Teacher works collaboratively with parents.				
5.3 Teacher takes advantage of community resources.				
5.4 Teacher considers their professional ethics in all interactions				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

6.0 Student Learning Goal
1 2 3 4

Draft as of May 31, 2012

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6.1	Goal Development				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

<div align="right">1 2 3 4</div>

6.2	Goal Achievement				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

7.0 Professional Growth Goal   1 2 3 4

7.1	Goal Development				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

<div align="right">1 2 3 4</div>

7.2	Goal Achievement				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Required Signatures

Teacher Signature: Date

_____   _____

Administrator / Evaluator Signature: Date

_____   _____

Teacher Comments Attached (circle one):   Yes   No

Administrator / Evaluator Signature :   Date

_____   _____

(Signature indicates question above regarding comments has been addressed)

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the administrator or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the policy.

TEPG GOAL SETTING FORM

STUDENT LEARNING

School Student Learning Goal	1	
	2	
	3	

My student learning goal is…
How is your goal linked to your school's student learning goal?
How will attainment of my goal be measured?
How will progress toward my goal be monitored?
Describe the methods / strategies / activities that will be used to accomplish my goal?
What resources or support will be needed to reach my goal?

TEPG GOAL SETTING FORM

PROFESSIONAL GROWTH

_____   ____ / ____ / ____   _____   ____ / ____ / ____

Teacher   Date   Administrator   Date
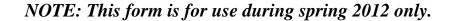
My professional growth goal is…
What National Board Standard(s) does my goal relate to?
How will attainment of my goal be measured?
How will progress toward my goal be monitored?
Describe the methods / strategies / activities that will be used to accomplish my goal?
What resources or support will be needed to reach my goal?

_____   ____ / ____ / ____   _____   ____ / ____ / ____

Teacher   Date   Administrator   Date

LEWISTON PUBLIC SCHOOLS

Peer Observation Summary

School Year:

Teacher:

List three teachers whom you would be comfortable observing you and at least three standards in Core Propositions #1, #2 or #3 that you would like to have reviewed:

Teacher 1:

Teacher 2:

Teacher 3:

Standards:

_____ _____
Teacher's Initials   Date

Peer Observer
(selected by Principal)
Three Standards:
(selected by Principal)

_____ _____
Principal's Initials   Date

To Be Completed by Teacher and Peer Observer:
DATES:

Pre Conference: _____

Observation: _____

Post Conference: _____

Teacher Signature

Observer Signature

Original to Human Resources

LEWISTON
PUBLIC SCHOOLS

Pilot Peer Observation Summary

Objective: Teachers will observe a colleague from their cohort in order to become more familiar with TEPG, Core Propositions #1, #2 and/or #3 and to offer input to refine the peer observation process.

School Year:

Teacher Observing:

Teacher Observed:

To Be Completed by Teacher and Peer Observer:
DATES:

Pre Conference: _____

Observation: _____

Post Conference: _____

Teacher Signature

Observer Signature

Comments to improve and further refine the peer observation process:

Original to Human Resources for processing of $100 grant-funded stipend to be paid the observer.

Appendix XIII

Priority Notice Regarding Educator Evaluation and Support Systems

Commissioner Stephen Bowen

July 9, 2013

Maine Department of Education

Priority Notice

Law provides educator evaluation and support system development guidance in absence of rule

July 9, 2013, by Commissioner Stephen Bowen

As many of you know, since LD 1858, "An Act to Ensure Effective Teaching and School Leadership," was enacted in April 2012, the Department has been working to establish rules to guide you in your local development of the now required teacher and principal evaluation and support systems.

It is with great frustration that I report to you that while the 125th Legislature unanimously supported this initiative to implement a fair, meaningful educator evaluation system, legislators this session have failed to reach consensus – specifically around fulfilling the law's directive that measurements of student learning and growth be a significant factor in the determination of the rating of an educator. As a result, the Department will need to start the process of adopting Chapter 180 over again in the fall in order to submit a provisionally adopted rule to the Legislature in January 2014. You should also know that because the Legislature's Appropriations Committee removed our request for $5 million over the next biennium to provide targeted educator evaluation funds, we will unfortunately not be able to provide you the monetary support we had hoped for development at this time.

All that said, Maine DOE is creating resources to support your evaluation system development, including launching a new website, scheduling a series of regional meetings and preparing to reintroduce our rule to legislators in January. We are also in the process of hiring a statewide effectiveness coordinator to coordinate the Department's efforts to prepare, evaluate and support educators and to further our vision of an effective teacher in every classroom and an effective leader in every school.

Just as we're moving ahead, we encourage you to do the same.

While we lack the finally adopted rule, the statute requiring a local educator evaluation and support system is still in place. It lays out the timeline and the basic elements your system must be built upon, including the expectation there be multiple measures of effectiveness with student learning and growth as a significant factor among them. The law also directs there to be four levels of effectiveness in your rating scale and the types of professional development and support to be provided to educators to help them succeed.

Continuing your work locally using the statute and the professional practice standards within the provisionally-adopted rule as a guide will ensure you will be on track to meet the law's timelines, including the 2014-2015 pilot year expectation and the 2015-2016 full implementation deadline.

The Department still believes that improving educator effectiveness is the single most important action we can take for our students and that teachers and principals need evaluation systems that support professional development and improvement, and ultimately, higher student achievement.

Your progress in developing your local evaluation systems will also assure the U.S. Department of Education that Maine is taking seriously a critical principle of our ESEA waiver application – teacher and principal evaluation and support systems. As their staff ask us questions and suggest adjustments as part of their final weeks of review, we have continued to reiterate to them that our Department and our districts are fully committed to continuously improving the effectiveness of our teachers and school leaders. We thank you for sharing that commitment, and for your patience.

Expect to hear from us as updates or new resources become available. In the meantime, if you have questions about the development of your local evaluation and support system, please contact Deborah Friedman, DOE Director of Policy and Programs, at deborah.friedman@maine.gov.

_____

This article can be found online at:
http://mainedoenews.net/2013/07/09/law-provides-educator-evaluation-and-support-system-development-guidance-in-absence-of-rule/